

VOLUME XVI

No. 8

# The A.T.A. Magazine

OFFICIAL ORGAN OF THE  
ALBERTA TEACHERS' ASSOCIATION  
*Magistri Neque Servi*

Dr. M. E. Lazerte  
11014-80th Av.



APRIL, 1936



CONVENTION NUMBER

## The Easter Convention

ALBERTA teachers will again have the opportunity of discussing, at the Easter Convention, their professional problems, as only an organized body *now possessing legal status* can discuss them. A large number of teachers will attend, both to discuss the various projects and to hear the various Convention addresses. The Convention of the Alberta Educational Federation and the Annual General Meetings of the Alberta Teachers' Association will be held in the **Palliser Hotel, Calgary**, the week commencing **Monday, April 13th**.

### OUTSTANDING SPEAKERS

Premier Wm. Aberhart, Minister of Education.	Dr. M. E. Lazerte, Director School of Education.
Dr. R. C. Wallace, President University of Alberta.	Rev. G. W. Kerby.
G. F. McNally, Deputy Minister of Education.	Dr. Donald J. Dickie.
Dr. H. C. Newland, Supervisor of Schools.	Mrs. E. Sterling Haynes.
	Miss Olive M. Fisher.
	J. J. Duggan, Esq.
	A. J. H. Powell, Esq.

Announcement and Programme are Contained in this Issue

## Convention Delegates

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# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION  
PUBLISHED ON THE FIRST OF EACH MONTH

## Managing Editor

JOHN W. BARNETT, IMPERIAL BANK BLDG., EDMONTON

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To Non-members of the A.T.A. \$1.50 per annum

## Provincial Executive Alberta Teachers' Association

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Vice President.....E. C. Ansley, 437 - 6th St., Medicine Hat  
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Edmonton City.....H. C. Clark, 11038 - 81st Ave., Edmonton

VOL. XVI

APRIL, 1936

No. 8

## Editorial

### THE NEW PROFESSION BILL

AS members doubtlessly know, amendments were recently made to *The Teaching Profession Act, 1935* conferring on teaching the dignity, privileges and obligations of full professional status.

The Act as amended requires from now on that teachers, without any exception whatsoever, who are serving in any school under the jurisdiction of the Department of Education: "SHALL as a condition of their employment, be members in good standing of the Association."

\* \* \* \*

HOWEVER, the Act is so arranged that a teacher not now in good standing may be relieved of the necessity of paying a full year's fee direct to the Association—of paying anything at all right away. There are two ways by which fees may thus be paid: (See section 10 of the Act, printed on page 5 of this issue.)

- (1) By the school board retaining 1/10 of the annual fee each month from the teacher's pay cheque, and the Department of Education deducting the amounts so retained from the grants due to the school board at the end of each term. (See section 10, subsections (1) and (2) excluding proviso.)

(N.B.—This method is recommended as being the only practical one for rural school teachers and boards and for the smaller centres.)

- (2) In the larger centres it is suggested that the teachers have their fees paid by the school board secretary-treasurer direct to the Association. (See Proviso to sub-section (2) of section 10.)

(N.B.—This method is now in effect in certain of the larger centres and is working out with 100% satisfaction to all parties—A.T.A., local teachers and school boards.

The local teachers usually add together the provincial fees according to schedule and the local association fees for each teacher, and divide this sum by ten. The secretary-

treasurer of the school board usually lists the names of the members of the staff with the amount of the monthly deduction alongside, and forwards this list to the local secretary-treasurer of the Association, together with a cheque for the total amount. The teachers notify the board of the person appointed to receive the fees on behalf of the Association. This person, of course, is usually the secretary-treasurer of the local association of the A.T.A. This person, after receiving the funds from the school board, retains from the amount received the total local fees (if any) and forwards the balance to this office. One will see, after scanning section 10 of the Act, that whether the fees be paid in accordance with subsections (1) and (2) or in accordance with the proviso—

"Provided, however, that any school district, with the consent of the Minister, obtained on request in writing of the Secretary, may pay the fees of members employed by them direct to the Association."

it makes no difference whatsoever to the teachers, but the latter method (payment in accordance with the proviso) has been found to be a "painless" method of putting the local group in funds. The few cents per month (10c or 15c usually) from all teachers in the group has relieved them of anxiety in financing delegates to the Annual General Meeting and leaves money on hand for postage and other petty expenses.

Furthermore, payment by this method (2) will relieve the Department of Education of a considerable amount of office work. It would also be more acceptable to the Association, and we suggest that immediate co-operation of members in this regard would accommodate both the Department and the Association.

\* \* \* \*

THE Act is now in effect and the first deduction from salary for fees should, in conformity with the Act, be made from the next salary cheque.

Members will note from the schedule of fees given below that fees are reduced \$1.00 for everybody. This is a start towards a possible further reduction in A.T.A. fees.

Some members hold certificates of membership in the Association maintaining them in good standing beyond the present date. It is felt that a great deal of confusion will be avoided by all teachers having the monthly deduction of fees by the school board as from the present date. The Executive undertakes to rebate to every teacher whose membership has not yet expired, money equal in amount to the unexpired portion of the year's fees.

\* \* \* \*

### Monthly Deduction of A.T.A. Fees from Salaries of Teachers

#### Annual Salary:

- |   |                  |
|---|------------------|
| (1) Under \$1,500 .....                 | \$ .50 per month |
| (2) \$1,500 but less than \$2,000 ..... | .70 per month    |
| (3) \$2,000 but less than \$2,500 ..... | .90 per month    |
| (4) \$2,500 and over .....              | 1.00 per month   |

#### Plus Local Dues (if any)

\* \* \* \*

### EASTER CONVENTION AND ANNUAL GENERAL MEETING

THE next Annual General Meeting will be the most important and significant one since the inception of the A.T.A.

\* \* \* \*

NOW that *The Teaching Profession Act* has been so amended as to confer full legal status on teaching, it necessitates an entirely new set-up of by-laws which when once adopted



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A.T.A.

will have the same force and effect of law as if they were part and parcel of the Act itself.

The by-laws which must be dealt with include those relating to:

- (1) Fees.
- (2) Methods of government, etc., of the Association, management of its property and affairs, and its internal organization and administration.
- (3) Discipline, including the suspension and expulsion of members.

The by-laws relating to discipline are not entirely subject to the decision of the Annual General Meeting, for they must receive the approval of the Lieutenant-Governor-in-Council before going into effect. On the other hand, just so long as these by-laws adopted by the Annual General Meeting are well drafted, moderate in tone and effect, and calculated to interpret the spirit of the provisions of the Act regarding discipline of members, it is assumed that these by-laws will be sanctioned. They involve:

- (a) Appointment of a Discipline Committee—its number and make-up;
- (b) Conduct of inquiries and procedure when dealing with charges laid against members;
- (c) Penalties to be inflicted for unprofessional or other acts unworthy of members of a profession;
- (d) Appointment of the representative of the A.T.A. on the "Teaching Profession Appeal Board" provided for in *The Teaching Profession Act*. (This Board is to consist of three members: two appointed by the Lieutenant-Governor-in-Council and one by the A.T.A.)

\* \* \* \*

#### MOST SIGNIFICANT CONVENTION

NO ANNUAL General Meeting has ever been called upon to deal with matters of such moment, and it is suggested in all seriousness that the degree of interest manifested by the teachers of Alberta (who for the first time, we believe, in the history of the world, have secured full legal status with power granted to discipline members) will be accepted by the public as a gauge of their worthiness to assume full professional status and obligations.

NONE are more fully aware of the financial embarrassment of teachers these days than are the Executive of the A.T.A. Yet they urge with every possible emphasis that every local group of teachers should be represented at the next Annual General Meeting, the first session of which will be held in the Palliser Hotel, Calgary, on Monday of Easter Week. If there is no Local of the A.T.A. actively working at the present time, then make a real effort to form up, if only for the purpose of securing representation at this Annual General Meeting.

MEMBERS of the Association who are not members of Locals are free to take part in the proceedings and discussions of the Annual General Meetings, although only accredited delegates may vote. However, according to regulation, all members-at-large who attend the Annual General Meeting have the privilege of assembling together and nominating a delegate for each six members, which delegate, of

course, would have the privilege of voting in the Annual General Meeting in behalf of their fellow members-at-large. The Executive desires anything but that these most important decisions should be left to a sparse representation. Every area throughout Alberta should participate in this Assembly.

\* \* \* \*

BESIDES the business of the A.T.A. Annual General Meeting, the Easter Convention will have mainly under consideration the entire re-alignment of courses of study for both Public and High Schools which are going into effect in September next. Dr. Newland, Supervisor of Schools, other officials of the Department and teachers who have been experimenting with the "Enterprise" work in the Public Schools will deliver addresses or lead discussions at the Convention.

Attending the Easter Convention will put teachers "up-to-date" with respect to the newly planned set-up for both Public and High Schools.

\* \* \* \*

SPECIALLY cheap rates are provided by the Palliser Hotel, and since the charges for Convention space are dependent upon the number of Convention guests registered at that hotel, we ask that delegates and non-delegates (if they must stay at a hotel while in Calgary) register there. It will cost no more—perhaps less.

Travelling expenses of delegates of Locals will be pooled. The pool rate last year was a little over \$6.00.

The following railway fares will be in effect:

**In Coaches only**—One way first-class fare and one-tenth for the round trip. Similar rates apply on bus fares.

**In Sleeping or Parlor Cars**—One way first-class fare and one-quarter for round trip.

Tickets to be sold good going Friday, March 27th, to Tuesday, April 14th, inclusive; valid for return to leave destination not later than midnight Tuesday, April 21st, 1936.

Vacation Certificates entitling teachers to the above rates may be secured by writing the A.T.A. Office.

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## The Teaching Profession Act, 1935 And Amendments Thereto

(1936 Amendments in black faced type.)

1. This Act may be cited as *The Teaching Profession Act, 1935*.

- 1a. In this Act, unless the context otherwise requires:—
- (a) "Association" shall mean the Alberta Teachers' Association;
  - (b) "Member" shall mean a member in good standing of the Association;
  - (c) "Executive Council" shall mean the Executive Council of the Association;
  - (d) "Minister" shall mean the Minister of Education of the Province of Alberta;
  - (e) "Department" shall mean the Department of Education of the Province of Alberta;
  - (f) "Teacher" shall mean a person holding a valid certificate of the Minister;
  - (g) "Secretary" shall mean Secretary, Secretary-Treasurer or the General Secretary-Treasurer of the Association.

\* \* \* \*

2. (1) There is hereby established and constituted under the name of "The Alberta Teachers' Association" a body corporate and politic.

(2) The Association may take any measure not inconsistent with the provisions of this Act or of any Act or Regulation of the Province of Alberta, which it deems necessary in order to give effect to any policy adopted by it with respect to any question or matter, directly or indirectly affecting the teaching profession.

\* \* \* \*

3. The objects of the Association shall be:

- (a) To advance and promote the cause of education in the Province of Alberta;
- (b) To raise the status of the teaching profession—
  - (1) by initiating and promoting research in methods of arousing interest in presentation of teaching the various subjects of the curriculum;
  - (2) by establishing research libraries and circulating libraries of books, treatises and papers designed to assist the teacher in the classroom;
- (c) To promote and advance the interests of teachers and to secure conditions which will make possible the best professional service;
- (d) To arouse and increase public interest in educational affairs;
- (e) To co-operate with other teachers' organizations in the provinces of the Dominion of Canada and throughout the world, having the same or like aims and objects.

\* \* \* \*

4. (1) All persons carrying on the profession of teaching in any institution of the Province of Alberta, supported by provincial or municipal taxation, which maintains a department for giving instruction in the courses of study prescribed for elementary, secondary or technical schools under the jurisdiction of the Department of Education of the Province of Alberta shall, as a condition of their employment, be members of the Association:

Provided that when a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration

agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies them in writing that the teacher is not a member.

Provided also that in the case of teaching orders of the Roman Catholic Church, if any teacher being a member of such order is for the time being a member of the Association and pays the membership fees for which he is liable, all other teachers belonging to that order shall be members of the Association without fee.

(2) The following persons shall be eligible for membership in the Association: teachers in any Normal School or School of Education; members of the Faculty of the University of Alberta; teachers in any Provincial School of Technology; teachers in any School of Agriculture; teachers in any other educational institution of the Province.

(3) Unemployed teachers who hold a valid certificate of the Minister shall also be eligible for membership.

(4) A member who is not the holder of a valid, permanent certificate of the Minister and who has had less than two years' experience in teaching shall be known as an Associate Member with the same rights, privileges and benefits and subject to the same limitations and restrictions as other members;

Provided, however, that an Associate Member shall not be eligible for election as a member of the Executive Council nor for election or appointment as a member of any committee or board of the Association dealing with discipline, training or certification of teachers or with courses of study for schools operating under the jurisdiction of the Department.

\* \* \* \*

5. The Association shall consist of a federation of local associations and members at large.

\* \* \* \*

6. (1) The Association in general meeting may pass by-laws not inconsistent with the provisions of this Act or of any Act or Regulation of the Province of Alberta respecting—

- (a) the election of the Executive Council and officers of the Association;
  - (b) the formation, government, management and dissolution of local associations;
  - (c) the management of its property and affairs and its own internal organization and administration;
  - (d) the maintenance of the Association and the fixing and collecting of annual and other fees;
  - (e) the time, place and conduct of the annual and other meetings of the Association;
  - (ee) discipline, including the suspension and expulsion of members;
  - (f) all such other matters as may be deemed necessary or convenient for the management of the Association and the promotion of its welfare or the conduct of its business.
- (2) The Association may also amend, alter or repeal any by-laws.

(3) No such by-laws or amendments or repeal thereto, relating to discipline, shall be valid or take effect until approved by the Lieutenant-Governor-in-Council.

\* \* \* \*

7. (1) The Association shall be governed by an Annual General Meeting to be held during the last week of each year, or at such other times as may be deemed expedient by the Executive Council.



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New Spring frocks for school and sports wear . . . frocks you will wear from now 'til early summer and appreciate them more every time you wear them! New chamois and suede knit fabrics with a soft fleecy finish.

One-piece style of one shade and two-piece of one shade or with contrasting tops. New lines and collars pleasingly smart and varied. Bright new Spring shades . . . also navy, brown and black. Some have removable white elk pique collars . . . all with long sleeves. Be first to sport something really new in Spring frocks. Sizes 14 to 44.

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Styles are varied to suit all types . . . a baby swagger with finger-tip length coat . . . a smart swagger with three-quarter length coat, and a SWAGGER with a seven-eighth length coat. Faultlessly tailored from imported and domestic tweeds in flecks . . . checks and plaids. Sizes 14 to 20 and 16½ to 24½.

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**\$15.00**

Other Groupings Spring Swagger Suits

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**Johnstone Walker**  
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(2) The Annual General Meeting shall be composed of the officers, the Executive Council and the delegates from local associations, as provided by the by-laws.

\* \* \* \*

8. The business of the Association shall be transacted and carried on by the Executive Council, to be elected or appointed as provided in the by-laws. The Executive Council shall be composed of the officers of the Association and at least seven others to be elected by districts.

\* \* \* \*

9. The fees of members of the Association shall be those fixed from time to time by the by-laws.

\* \* \* \*

10. (1) The trustees of any school district in the Province of Alberta are hereby empowered and shall retain from the salary of each teacher the amount of membership dues fixed and prescribed by the Association, and all moneys so retained shall be deemed to be a payment on account of such salary and shall be deemed to be a payment on account of membership dues by the teacher from whom such sum has been retained.

(2) The Department of Education of the Province of Alberta is hereby empowered and shall retain at the end of each school term from the grants payable to each and every school district under *The School Grants Act* (R.S.A. 1922, Chap. 53) in aid of schools organized and conducted under the provisions of *The School Act*, an amount equal to the amount so required and retained by such school district from the salary of the teacher, and to receive and pay over to the Association the moneys so retained on account of membership dues of the teacher from whom the said sums were originally retained, and all moneys so retained and paid over shall be deemed to have been paid over to and received by the school district on account of the aforesaid grants;

Provided, however, that any school district, with the consent of the Minister, obtained on request in writing of the Secretary, may pay the fees of members employed by them direct to the Association.

\* \* \* \*

11. Nothing in this Act shall be deemed to interfere with the rights of Separate Schools as provided in *The School Act*.

#### TEACHING PROFESSION APPEAL BOARD

11a. (1) There shall be constituted a board to be known as the Teaching Profession Appeal Board consisting of three members, one of whom shall be appointed by the Executive Council and two by the Lieutenant-Governor-in-Council.

(2) It shall be the duty of the Teaching Profession Appeal Board, and it shall have power,—

- (a) to appoint a chairman and secretary;
- (b) to serve as a board of appeal in case of suspension or expulsion or other disciplining of members of the Association, or to investigate on the order of the Minister cases involving suspension or cancellation of teachers' certificates.

11b. In the event of any teacher being suspended or expelled from membership in the Association, or otherwise disciplined by the Executive Council, such teacher shall be entitled to appeal to the Teaching Profession Appeal Board, and in case the said Board confirms such decision of the Executive Council, the Association may advise the Minister to suspend or cancel the certificate of such teacher.

\* \* \* \*

12. Every person guilty of violating any provision of this Act or any of the by-laws made thereunder, shall be liable to a fine of not more than Twenty-five Dollars (\$25.00) recoverable with costs under the provisions of the law respecting summary convictions.

## EASTER CONVENTION PROGRAM Palliser Hotel, Calgary, April 13 to 16, 1936

### SYNOPSIS

#### Monday Morning—

Meeting of Executive.

#### Monday Afternoon—

First Session, Annual General Meeting, A.T.A.

#### Monday Evening—

Annual General Meeting continued. (Committees only.)

#### Tuesday Morning—

Annual General Meeting continued. General Registration.

2:00—Address of Welcome, Mayor of Calgary.

2:05—Address of Welcome, Chairman, Calgary School Board.

2:10—Address, Minister of Education.

2:50—Dr. M. E. Lazerte.

3:30—Dr. H. C. Newland, Explanation of Basis of New Curriculum.

#### Tuesday Evening—

Annual General Meeting, A.T.A., continued.

#### Wednesday Morning—Sectional Meetings.

1. Public, Junior High, and Rural Schools.

9:00—Miss Olive M. Fisher, New Curriculum, Div. I.  
10:00—Dr. Donald J. Dickie, New Curriculum, Division II.

11:00—G. F. McNally, M.A., Deputy Minister of Education, New Curriculum, Division III.

2. Senior High School.

9:00—Dr. R. C. Wallace, President of the University of Alberta, "An Improved Method of Examination."

10:00—Group Discussions led by a member of the Sub-committee on Curriculum Revision:

- (1) English.
- (2) Social Studies.
- (3) Science.
- (4) Mathematics.
- (5) Languages.

3. Technical and Industrial Arts.

9:00—Dr. W. G. Carpenter, "Effect of New Courses of Studies upon the Technical Departments."

10:30—Men's Section—J. H. Ross, B.Sc., "The Organization of the General Shop."

Women's Section—Miss Torgeson.

12:00—Women's Section Luncheon—Miss N. C. Maxwell, "Retention of Processes Involved in Technical Processes."

4. Commercial Section.

9:00—Meet with Senior High Section.

10:15—Dr. W. G. Carpenter, Explanation of New Curriculum.

#### Wednesday Afternoon—Second General Session.

A Demonstration of Mechanical Aids to Education, arranged by the Dept. of Extension, University of Alberta.

#### Wednesday Evening—

6:00—Banquet. Musical Selections.

Dance and Cards.

#### Thursday Morning—Third General Session.

9:30—Rev. G. W. Kerby, an Address.

10:15—Mrs. Elizabeth Sterling Haynes, "Dramatics."

10:45—J. J. Duggan, Report on Educational Finance.

#### Thursday Afternoon—

Annual General Meeting concluded.

#### Thursday Evening—Executive Meeting.



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## Obituary

"His life was gentle, and the elements  
So mixed in him that Nature might stand up  
And say to all the world "This was a man!"

Education in Alberta has suffered a great loss in the passing at Victoria on March 23rd of John Alfred Smith, B.A., until two years ago Inspector of High Schools for the province. Mr. Smith died on his fifty-ninth birthday, as a result of a heart attack.

Among those whose privilege it was to be associated with him in the work of education, Mr. Smith had built up a high reputation for honour, progressiveness and fair-mindedness.

The late Mr. Smith, an only son of an only son for four generations, was born in Cotswood, Ontario, of Scottish parents in 1877. He received his early education in Harriston high school. A brilliant mathematics student, he was graduated from Toronto University in 1904 with honours in mathematics and science, and came west to accept a position as mathematics master on the staff of Calgary's only high school. At that time there were only two other teachers on its staff. At the end of two years Mr. Smith was appointed Inspector of Public Schools, but after serving on the departmental staff for a year he resigned to accept a position with the Calgary school board as principal of the high school in which he had served as a staff teacher.

In April, 1908, he was reappointed Inspector of Public Schools, but in 1912 again resigned to become Assistant Superintendent of Calgary Schools. In February, 1914, he was appointed for the third time to the public school inspection staff, and from that year until his retirement was in the continuous service of the Department of Education.

In 1918 he was appointed to take charge of the work for which Dr. T. J. Ross had been directly responsible prior to his appointment as Deputy Minister of Education, and filled concurrently the positions of Inspector of High Schools, Chief Inspector of Schools, and Registrar. He continued to hold the two latter positions until the appointment in 1919 of the late George W. Gorman as Chief Inspector of Schools, and of G. K. Haverstock as Registrar.

From the fall of 1919 the late Mr. Smith was wholly responsible for high school inspection until the appointment



JOHN ALFRED SMITH, B.A.

in March, 1920, of a second high school inspector, A. J. Watson, who was in turn succeeded by G. A. McKee. In the fall of 1923, Mr. McKee's resignation left Mr. Smith the only high school inspector from that date until the appointment of E. L. Fuller in 1927.

In his associations with school boards and teachers, Mr. Smith displayed outstanding ability as a judge of personality. His kindly disposition, sympathetic understanding, frank criticisms, and sincere desire to be of real service to inexperienced teachers will be recalled with a feeling of deep appreciation by many in the profession who looked forward to subsequent visits with anticipation of pleasure rather than fear.

The fact that, after resigning from the departmental staff on two occasions he was appointed to the staff a third time is proof in itself of the high esteem in which the Department of Education held the sterling qualities of Mr. Smith. Dr. Ross, the then Deputy Minister of Education, once said of Mr. Smith, "I have not a doubt but that he is the best high school inspector in Canada."

His strong personality, his keen insight into educational problems, his ready sense of humour, his delight in people made "Jack" Smith, as he was termed endearingly, a man whose advice was eagerly sought by both teachers and trustees, and gained for himself a host of loyal friends both within and without the profession.

Mr. Smith was a member of the High School and University Matriculation Examinations Board from its inception to 1916. A man of sound judgment, his voice was listened to with attention whether he spoke in jest or earnest.

For many years he had charge each midsummer of the large staff of high school teachers required to read the answer papers of the departmental examinations of the senior grades. Although he was always mindful of the dignity of his position, his abounding good nature, his twinkling eye and genial smile, even at a time of high tension and strain, made hard work a pleasure for his associates.

Mr. Smith, in collaboration with Mr. T. E. A. Stanley of Calgary, wrote the "Canadian High School Arithmetic" authorized by the Departments of Education of Alberta and British Columbia. He was co-author with Mr. R. H. Roberts, now of Aurora, Ontario, of the "Public School Arithmetic," published in two volumes and authorized in a number of different provinces.

In the spring of 1933, Mr. Smith was stricken with a serious illness from which his physician thought that he would not recover. On account of this illness, he retired from the staff of the Department in January, 1934. He continued his fight for life and made a partial recovery, after which he was able to go about again and enjoy life with his family.

Mr. Smith was predeceased by his wife five years ago. To his bereaved family, Mrs. Maitland McCarthy, (Helen) of Vancouver, Margaret of the Olds High School staff, Nancy, a student at the University of Alberta, Ivan, of the Survey Department, Canmore, to his two sisters, the Misses Mary and Nellie Smith of Toronto, is extended the deep and sincere sympathy of his many friends in education.

# OFFICIAL BULLETIN



# DEPARTMENT OF EDUCATION

## PREFATORY NOTE

This bulletin is published by authority of the Minister of Education. The editor is Dr. H. C. Newland, Supervisor of Schools, who will from time to time insert Departmental notices and announcements relating to the programme of studies, textbooks, examinations, Departmental regulations, the Summer School session, suitable reference books, and other such matters. The Supervisor will endeavor in this way to keep teachers informed regarding the progress of the new programme.

## SUMMER SCHOOL ANNOUNCEMENTS

Teachers who are interested in Summer School courses on the new enterprise programme for elementary grades, and also in courses on the new programme for intermediate grades, are advised that they may obtain the Summer School Announcement for 1936 from the Department of Education on request.

\* \* \* \*

## ENTERPRISE EDUCATION

The Department has arranged to publish a series of articles on "Enterprise Education" in the *A.T.A. Magazine*. The first of these articles will appear in the May issue.

\* \* \* \*

## CHANGES IN THE PROGRAMME OF STUDIES TO BECOME EFFECTIVE ON SEPTEMBER 1, 1936

1. In the new school programme, when completed, the twelve grades will be grouped in the following manner: Grades I to VI will constitute the Elementary School; Grades VII, VIII, and IX, the Intermediate School; and Grades X, XI, and XII, the High School. The Elementary School will consist of two divisions: the first will include the Primary Grades—Grades I, II, and III; and the second the Junior Grades—Grades IV, V, and VI.

When the work of revision is complete there will be three separate and distinct programmes: one for the Elementary School, one for the Intermediate School, and one for the High School.

The effect of this change in the programme of studies is to detach Grade IX subjects from the High School programme and integrate them with those of Grades VII and VIII in an Intermediate School programme. In the cities and larger towns this change in the curriculum will make it possible to organize the Intermediate School apart from the High School. It will also fit in with the organization in the smaller towns and villages where there is a room for Grades VII, VIII, and IX in charge of the teacher.

This change in organization will not, however, apply to rural schools. These schools will continue, as before, to offer the programme of the Elementary School, and in addition that of Grades VII and VIII. They will, as before, be permitted to offer the programme of Grade IX, only when the inspector reports that the teacher is qualified, that the facilities are adequate, and that the work of the primary and junior grades will not suffer.

2. The new programme for elementary school will be ready for use in September. It will contain outlines of subject matter, a statement of objectives and of levels of achievement for Grades I to VI.

A new method of procedure known as "enterprise teaching" will be explained and illustrated for use to a limited extent in these grades. The use of this procedure will be recommended, but will not be compulsory.

Certain selected schools will, under the supervision of inspectors, offer the enterprise programme in a more extensive manner.

3. Of the new programme for intermediate schools, only the part concerning Grade IX will be introduced generally in September of this year. The new programme will consist of English (including Reading, Literature, Grammar and Composition, and Spelling), General Mathematics (including Algebra, Geometry and some Arithmetic), General Science, Social Studies (including History, Geography, and Civics), and Health Education (including Health and Physical Training). In addition to these, there will be three optional subjects to be selected from the following list: Art, Choral and Instrumental Music, Dramatics, Oral French, Household Arts, Junior Business, Typing, and General Shop.

The work in the options of the Grade IX programme will be subject to the approval and supervision of the inspectors. Teachers who offer instruction in these subjects must have qualifications conforming to the regulations of the Department, or approved by the Department.


4. The present Grade VIII examination will be superseded by an annual Departmental examination, on which all pupils will be required to write who have completed the programme for Grades VII, VIII, and IX. This examination will serve as a check-up of the pupils' achievement in the intermediate school, and will be supplemented, when necessary, by cumulative school records and other relevant data. The intermediate school achievement of every pupil will be graded as a whole by the Department according to certain standards of quality, and on this basis the student will be directed to appropriate courses of the high school programme.

This Grade IX examination will be conducted by the Department of Education in June, 1937.


5. The new programme for high schools will not be introduced until September, 1937, and then only for Grade X.

In the meantime it is to be noted that when the revision of the school programme is complete, the number of Departmental examinations will be greatly reduced. It is the intention of the Department to replace the examinations for Grade X and Grade XI by a Departmental examination for all students who have completed the high school programme; that is, at the end of Grade XII. This examination will be similar in purpose and procedure to the intermediate school examination at the end of Grade IX.





# MANUAL ARTS



General Shop—Wood—Motor—Metal—Electricity—Drafting—Domestic Science

By JOHN LIEBE, Ph.D., Instructor in Manual Training,  
Turner Valley High School

I certainly did not know what keen interest and sparkling inquisitiveness can be stirred up in Grade VII and Grade VIII students by a lesson in practical electricity, till I tried to teach one myself. And this is how it happened—One morning we found our shop uncomfortably cold as the mercury had suddenly dropped. My students' faces dropped too as we went to the class-room where they expected to have "only" drafting. My daily two-mile walk to school had not been unpleasant that morning: while the icy north wind dashed against my cheeks, it somehow inspired the thought that this was an excellent day for teaching a lesson on electrical heating. As I struggled along I "warmed up" to the idea, and had it all planned out and the electric heating circuit sketched on the black board when the electric bell rang at nine o'clock.

I must admit that I had my doubts if such complicated terms as amperes, ohms, and volts could be explained in the public school. One volt causes a current of one ampere to flow through a resistance of one ohm, said my text-book. That is all very well, but what is an ampere? A steady current depositing silver at the rate of .001118 grams per second from a solution of silver nitrate in water. A hundred pages further on this definition was enlarged to include the coulomb. When I glanced over the difficult definition of one ohm beside the simple face of the German professor George Ohm, after whom the unit was once named, I decided to forget all about that when I faced my class. And yet I could not see how electricity could be taught without the terms in which it is measured. Keeping in mind that the course in Manual Arts allots only four weeks to electrical work in Grade VIII, I was determined to bring the essentials of electricity down to the simplest terms.

We followed the electricity out to the school yard. How it pushed through the line with tremendous pressure! "Does it kill you?" asked one. "It sure does!" answered another. "I have seen Jack touching two wires right where the sparks come out, and it didn't hurt him a bit" said Jim, who seemed to know all about it. It was only a few minutes after nine, but they seemed to have completely forgotten that they were in school. After the argument had swayed to and fro for some time, I showed them the black transformer on the pole that lets only a fraction of the high pressure in to the school house. "If the pressure is high," I said, "it's thousands of volts; if the pressure is low, it's only a hundred volts or less." "It's only 110 volts in here," shouted many; and they didn't stop questioning till they were satisfied that one hardly feels 35 volts, and that any normal person can stand the unpleasant shock of 110 volts. "Yes," said Jim again, "but how is it possible then that a person gets killed in a bath tub from the current of the lamp?" He had noticed that I had not qualified my statements properly. We had to go into the conductivity of water and the importance of the size of the contact surface. This point was illustrated quite well by the funny story that someone told about the wet floor of a battery repair shop

through which the current was leaking, shocking harmless visitors. Our current on the black board had not come to the resistance of the heating element yet, when another boy wanted to know how the voltage of the line could remain at 2,200 volts on a cold and dark day when everyone is using lots of current. So we had to mention the boosting stations, and couldn't help but sketch in passing the essential parts of a step-down and a step-up transformer. It was now high time to return to our circuit because Jim entered the field of the electron theory. "Where is the electricity the moment before the switch is opened?" he queried. "Is it in the wires right and left from the switch, or does it travel there from the line?" I forget now what I answered, but I put the same question to our electrician in town the same evening. He said: "Yes, there are lots of questions in electricity that even the Inspector from Calgary cannot answer." However, he felt sure that the electricity is always in the wires.

We must have spent an hour or so tracing our circuit from the line through a coil of tough nichrome wire which offers about fifty times the resistance of copper and gets hot over it, back to the line, when another questioner said: "How long does it take?" There was a general surprise when they heard that the current travels sixty times back and forth in one second. When they had written their notes, partly in their own language and with surprising rapidity, I wound up the lesson with an appeal. If they wanted to get more of this interesting work, I said, they should help to build up a big collection of electrical things in the shop. Things began to pour in immediately: bits of wire and binding posts, old batteries and carbon sticks, rusty flat irons, transformers, condensers, many radio parts, magnets, electric horns, lamp sockets, toy motors, popular magazines with wiring charts—anything I could wish for. The Grade IX students were honestly sorry that there was no electricity in their course, and wanted at least a short demonstration of what was to be seen in the electrical corner in the shop. There was great rejoicing among our students when I could announce just then that I had received the rough draft of the new General Shop courses and that electricity was being considered as an option for Grades IX and X.

Electricity holds a peculiar position among the various phases of shop work. While paper, wood, metal, concrete, leather or clay are undoubtedly materials that serve as media of manual expression and satisfy the creative instinct, electricity cannot be seen, nor can it be shaped. It is a great force in the universe whose nature is absolutely unknown. Try to formulate a theory which explains its behavior and you have to explain matter, life, or God. That is why it has not only a magnetic effect on the surrounding space, but also on the minds of our students. They are not aware, perhaps, that their own organisms consist of billions of atoms with electrical charges; but watching the astonishing effects of electricity sends a thrill through their bodies and brains. The universal nature of electricity is well demonstrated by the fact that its study leads to philosophy, religion, physics, chemistry, mechanics,

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to economics, and to a special field of application—the electrical trade, which in turn has given rise to whole industries like the hard rubber industry and the electrical industry. Electricity also helped to displace hand labor and helped to make mass production the dominating feature of our age. It is therefore partly responsible for the economic and political crisis from which the whole world is suffering today. At the same time electrical appliances give us comfort and cleanliness that was never known before.

It is probably due to the complicated, universal nature of electricity that many instructors consider it as the most difficult phase of General Shop work. Some feel that there is a lack of suitable electrical projects, and believe that the work would necessarily become experimental and transgress on the field of the science teacher. I am convinced that the science teacher who takes up electricity, the shop instructor who builds electrical devices, and the electrician by trade have each a genuine field of activity.

The electrical work in the shop consists mainly in building devices which either economically generate electricity or make it perform useful work. While the student in the science laboratory tries to understand electricity through various devices of an experimental nature, the student worker in the shop experiences electricity by applying it to produce heat, light, magnetic pull, motion, sound, and other useful work. The aim of electrical shop work is not so much complete theoretical mastery of the properties of electricity in laws and general formulas, but efficiency of the constructed electrical devices with the help of tables which embody practical experience in the application of electricity. Since all electrical devices provide a metal path for the current, their construction gives the student an opportunity for manual expression through the medium of metal and of insulating material. But more than that: the interesting calculations and delicate measurements appeal most to the brainiest students. Electrical shop work is the one manual activity which offers the best combination of manual skill and intellect.

It matters not from where this great field is approached: generation of electricity, electrical heating and lighting, electro-magnetic pull, electric motor, radio and other fields each provide an introduction for the beginner as well as more complicated and delicate work for the advanced student. Rather than reserving magnets for Grade VII, electric bells and some wiring for Grade VIII, motors and simple transformers for Grade IX, and wet and dry cells for Grade X, the full range of electrical shopwork should be open for instruction at every stage from Grade VII up. To make this clear I take the field of electro-magnetic pull. This work might begin with making permanent magnets from steel by the use of electric current. The next step is the construction of electro-magnets of calculated pull. Students who are intellectually inclined will take great interest in the tables that are required for the purpose. You must know the cross-sectional area of the winding core, the number of turns of wire, and the gauge of the wire in order to construct an electro-magnet of so many lbs. pull. Such tables embody many interesting laws, and the brighter students will certainly ask where they can find more about it. Many projects can be done: a fixed coil ammeter, an electric bell, a magnetic door latch, an electro-magnetic circuit breaker. More precision is required for plunger magnets that have a movable iron core. They enable us to arrange for the remote control of signals, switches and valves. If this isn't enough combination magnets may be constructed, pulling in opposite directions.

If electrical shop work is taught successfully it will have a noticeable influence on the extension of shop work in the province. It will be slow and difficult work to induce some school districts to raise the money for manual instruction. However, the problem is not a financial one only. If the students of a district want the instruction very badly and turn their eyes to a neighboring town where they work with motors and magnets and lights, their parents will find it easier to provide the funds. To create willingness to pay is primarily a psychological task, as every advertising specialist knows. In these days when industry takes such pains to sell products, educational administrators should pay more attention to the psychological side of raising the funds. And electrical shop work is to the educational field what a salesman would call a "good seller." Electrical shop work when given a chance, may easily become the most popular shop activity.

### PROFESSIONAL COURSES FOR HIGH SCHOOL TEACHER'S CERTIFICATE

A special program of studies has been arranged by the School of Education for First Class teachers with graduate standing who wish to obtain the High School Teacher's Certificate. Four courses will be required to complete this program. Of these, Education 56 and Education 58 are offered at the coming summer session. The remaining two, to be offered in 1937, will be announced later. Three of the four courses may be counted as graduate work towards the M.A. or B.Educ. degrees if second class honour standing is obtained.

The final examinations will be written at the end of the Summer Session except in cases where graduate standing is sought.

Candidates without teaching experience, registering in Education 58, will be required to do a certain amount of practice-teaching during the summer session.

The courses will be conducted for the regular six-weeks' period. Time-table: Education 56, 9:00-10:30 daily; Education 58, 1:30-3:00 daily.

Experienced teachers taking regular graduate work in Education should note that they may obtain the High School Teacher's Certificate by taking Education 58 as an extra.

Special arrangements have been made for students graduated in Household Economics, and holding a First Class Teacher's Certificate. The four courses required in their case are: Education 56, Education 58, and two approved options from History and English or Mathematics. This program may be completed and the High School Teacher's Certificate obtained in two summer sessions. Education 56 and Education 58 must be taken at the 1936 summer session.

Prospective students may obtain full information regarding this course from Professor M. E. Lazerte, Director of the School of Education, University of Alberta.

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## The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

### Canada

Amendments to *B.N.A. Act* are at last to be sought through a joint petition from the Senate and Commons to the King. The first is to make constitutional the imposition of indirect taxation by the provinces, on luxuries, amusement and entertainment; the second will give constitutional authority to the proposed new basis of Dominion - Provincial financial relations.

\* \* \* \*

Ottawa promises to study the feasibility of extending the *Old Age Pensions Act* so that sightless men and women over 40 may benefit from the Act.

\* \* \* \*

Snow-mobiles are being used by the N.W.M.P. this winter in the district around Vegreville, Alberta, one at St. Michael, and one at Lamont, where the snowfall is particularly heavy and motor cars cannot be used.

The snow-mobile has a model "A" Ford four-cylinder engine,—the body has a V-shaped windshield and is like the cabin of an aeroplane. The engine is in the tapered rear of the body and has four-bladed propellers which push it along as fast as 40 miles an hour. The driving is simplified as the only mechanical parts are an emergency brake, a throttle, the steering wheel, and the starting gear. The machine has a powerful headlight, making night travel easy.

\* \* \* \*

The Canada - United States treaty was passed March 10 by a vote of 175 to 39. Although the Bill is now in Committee of the Whole, and may be changed somewhat, nevertheless trade has been carried on since January 1st under the new tariff schedules. The Conservative party opposed it largely on the grounds of injury to certain Canadian industries, leading to increased unemployment in Canada, and of the economic domination of United States in our country.

\* \* \* \*

In Nova Scotia co-operative societies are bringing prosperity to many impoverished fishing and agricultural villages. These societies date from 1932, when the St. Francis Xavier University undertook to institute adult education. The movement is spreading, for the last general conference was attended by representatives from the Newfoundland Government, from the Ohio State and Farm Bureau Federation, from Mount Allison University, Nova Scotia, while the General Secretary of the Co-operative League of the United States was present.

To-day there are 60 communities in all, which have built up societies which include 45 credit or loan associations, 8 co-operative retail stores, 10 buying clubs, 5 fish plants, 2 industries, and 14 lobster factories. At Dover, near Causo, we have a typical case. Here were 55 families, struggling fishermen, who six years ago decided upon a co-operative lobster factory. It took two years to get \$125 to build it, and having no horses they hauled lumber by hand. By 1932 their wharf and factory were ready. They were refused credit by the banks, but by the end of the year they had a profit of \$4,000, and no debt. Next year they built two fishing smacks and paid a one per cent dividend. They now grow vegetables which before were luxuries; they have two schools and plan to have electricity, build an ice house, smoking plant, and a co-operative store. They

bought goats to provide milk for children, and twenty of the adults have learned to read and write.

### Great Britain

Earl Beatty died March 11. His characteristics were those of daring and courage. He fought in the Battle of Jutland and there escaped the criticism of being too cautious launched against Earl Jellicoe, whom he replaced in 1916. This was a good arrangement, for as First Sea Lord of Admiralty ashore Earl Jellicoe brought practical experience for planning, and Earl Beatty as Commander-in-Chief afloat represented aggressive command.

Promotion came to Earl Beatty earlier than is usual. In his twenties under service of Lord Kitchener in Egypt, he took command of a gunboat flotilla in the Nile when Admiral Colville was wounded. He won the Distinguished Service Order and was given rank of Commander for gallantry in Battle of Omdurman, 1898. During the Boxer Rebellion, 1900, in the Far East, he won a Captaincy at 29. At 45 he became Commander-in-Chief. It was during the Boxer Rebellion that he made friends among the American navy and army officers.

### Paraguay

Paraguay's new regime under Colonel Rafael Franco, who came to power Feb. 17th, is to resemble that of Italy or Germany—a seven-point decree was proclaimed providing for a totalitarian state. The Revolutionary Government and state are inseparable, political activities of the people are suspended for a year, and industry is mobilized under the Minister of the Interior, while the National Labor Department controls labor and capital relations.

Great Britain has already recognized Franco's government. Paraguay so far is the only South American nation which has not accepted President Roosevelt's invitation to the proposed peace conference. However, in spite of the fear that Paraguay might fail in getting recognition, United States through President Roosevelt has extended recognition, on the assumed ability of Paraguay's government to keep order and her desire to fulfil international obligations. The example of United States will be and in some cases has been followed by a few South-American governments. America may be the home of republicanism, but if American countries recognize Fascist European countries, why not such a one in the western hemisphere?

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### Mexico

Calles and Cardenas are two important figures in Mexico at present. Before the Calles regime, which dated from 1926 when the National Revolutionary Party was formed by General Plutarcho Calles, the Mexican governments had been largely those set up by army leaders who had no national policy, except to get power and hold it. However, with the formation of the Calles Party which consists of the small business man, peasants and workers, and which taught largely socialistic principles, there emerged a party with a policy. But Calles saw to it that the radical element in the party was kept in check and the landowners and foreign corporations, specially privileged elements, had nothing of which to complain.

According to the Constitution, no President is eligible for re-election. Calles observed this law, but remained after his term of office, the power behind the throne until 1934, the Presidents elected being merely his puppets. However, in 1934, Calles was not so popular and a liberal element in his party nominated Senor Cardenas, who was elected but refused to be the tool of Calles. He immediately began to carry out reforms. He appointed a strong cabinet, gained the support of the army by giving pensions, increasing the pay, providing schools for children of military men, military hospitals, etc., so in spite of his quarrel with the Roman Catholic Church over the secularization of education, in spite of the opposition of landowners whose estates are expropriated by the government almost weekly, and in spite of his unpopularity with the liquor and gambling interests whose activities have been seriously curtailed, Calles found no sympathy and retired to Hawaii. Lately, however, he returned only to find Cardenas more popular than ever, and he finds himself now in a very uncomfortable position, having to look to Cardenas as protector from the popular anger which resulted from a plot in the Military College at Mexico City. This plot led to prompt action on the part of the President, who deprived all suspected of their pensions, forcing them, however, to retain their military titles so that they might be liable for court martial.

This year, the law making it necessary that foreign corporations should liquidate holdings or incorporate under Mexican laws is enforced, but Cardenas' attitude towards business men recently is doing much to allay fear and to create an attitude of confidence in his foresight and judgment.

\* \* \* \*

### South American Conference

President Roosevelt sent letters on January 30 to the South-American Republics, and particularly to Argentina, asking for co-operation in holding a peace conference in September, if possible at Buenos Aires. He took the mo-

ment when the Chaco dispute between Bolivia and Paraguay had come to a happy conclusion to suggest this meeting. The proposal is in the way of a regional pact—somewhat similar to the proposal made by Japan who wished that matters in the Far East be left to the powers more nearly concerned—a very unsatisfactory proposal to the League of Nations, which depends upon universality of action, and a proposal which led eventually to Japan's withdrawal from the League. The responses to President Roosevelt's letters to the South American Republics have been favorable, in fact enthusiastic, whether these republics have been members of the League or not. How the League will view the conference will not be revealed at present. Canada was not invited owing to her imperialistic connection.

\* \* \* \*

### National Education Association

The N.E.A. opened at St. Louis, Missouri, Feb. 21. The problems under discussion resembles those that face our Canadian associations. The members are advocating steady contributions by the Federal Government in order to keep schools open—then next, abolition of teachers' oaths of loyalty, establishment of freedom of speech in the classroom, and the right to keep schools open intellectually unhampered by local school boards, chambers of commerce or patriotic organizations. There are, of course, in the Association, groups strongly radical and the more conservative, which diversity in the long run ensures a more balanced judgment. The more radical are advocating a strong front politically, a more active voice in the formation of curricula and educational ideals, which must keep pace with changing ideas and not generate into bulwarks for things as they are.

Dr. John W. Studebaker, United States Commissioner of Education, Willard H. Givens, Executive Secretary of the Association, Dr. Payson Smith, Commissioner of Massachusetts, whose dismissal is pointed out as a shocking example of political interference, Thomas H. Briggs of Teachers' College, Columbia University, are a few of the educationists who have been prominent in discussion. Donal du Shane, Superintendent of Schools, Columbus, Indiana, asked for a resolution upon security of tenure for all teachers, and James E. Mendenhall of Lincoln School, New York City, stated that while 25% of the children of the nation were inadequately fed, clothed or sheltered, the expenditures for national defence had risen from \$534,000,000 in 1935 to a proposed \$938,000,000 in 1937.

William H. Kilpatrick of Teachers' College, Columbia, announced the preparation of four year books: one next year, "Teacher and Society" of which he will be chairman; and in the succeeding years, "High School and Society," with Harold Hand of Leland Stanford University, chairman; "Social Forces Controlling the Schools," with Jesse H. New-

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lon of Teachers' College, chairman; and "Life and the Program of Schools," with Harold S. Rugg of Teachers' College, chairman.

#### United States

*The Tennessee Valley Act* is an outstanding enterprise of the Franklin Roosevelt administration. Its aim is to provide electric power for an area as large as England, in addition to regulating flood conditions. Other benefits will result, as the prevention of soil erosion, the provision of a yardstick for valuating cost of power in competition with private companies, reforestation and generally in redeeming an area whose standard of living has been far below ordinary standards.

This scheme fits in with other power schemes, the one at Bonneville on the Columbia in the Northwest, the completion of Boulder Dam on the Colorado in the Southwest, and the proposed development of the St. Lawrence in the Northeast. The Federal schemes are fairly comprehensive, and along with these must be considered those that are municipal or state-owned.

The decision of the Supreme Court as to the validity of the T.V.A. was awaited with much anxiety after the adverse decisions in case of the N.R.A. and A.A.A., which aroused so much criticism in the United States and drew upon the Court accusations of unfairness and threats of dissolution. However, the legality of the T.V.A. has been upheld, and this decision has done much to restore confidence in the Supreme Court.

#### Accredited Schools

In North Carolina 47 high schools have been dropped from the accredited list by the Southern Association of Colleges and Secondary Schools, leaving the state with only 34 accredited high schools. The term has been shortened by one month and some attribute this as the reason. Texas has 217 accredited high schools; Louisiana 137; Kentucky 152; Georgia 123; Florida 109; Tennessee 92; Virginia 88; Mississippi 78; and South Carolina 57.

#### An Idea for Technical Schools

In San Diego, California, the Junior High School maintained a shop giving a full course in shoe-repairing. However, this was claimed to be detrimental to commercial shops, so the plan was abandoned, and under the guidance of Sydney R. Close, natural arts instructor, the department is now maintained as a repair shop where students may go and repair their own shoes with the help of the instructor.

#### The Rhineland

Hitler's occupation of the Rhineland, Saturday, March 7, has stirred Europe and the world as never before, and leads to the conflict of emotions and opinions bound to occur in such a crisis.

The French negative attitude towards treating with Germany is based on some of the following arguments:

- (1) The neutrality of the demilitarized zone was not forced upon Germany but was freely entered upon.
- (2) Her unilateral action in denouncing the Locarno treaty cannot be justified.
- (3) Germany's claim that France first broke the Locarno treaty by the Franco-Soviet Pact is not upheld by

Great Britain and Italy who are guarantors of the Locarno treaty.

- (4) Germany refused to submit this question of the Franco-Soviet Pact to the World Court at the Hague.
- (5) Even if Germany felt herself justly grieved by this pact, it was her duty to submit the grievance to arbitration and conciliation.

Germany, on the other hand, gains support from some members of the League, who claim:

- (1) That Germany is merely exercising the right that any state has of moving troops within its borders. Legally, in this respect, Germany's inequality is consecrated by treaties, but those treaties have been morally undermined by the French-Soviet pact which forms an encircling alliance against Germany.
- (2) Herr Hitler offers more than the Locarno agreement, for he offers twenty-five years' non-aggression pacts with his western neighbors and a reciprocal demilitarized zone with Britain and Italy as guarantors. He even promises non-aggression pacts with his Eastern neighbors and a return to the League, on condition that the colonial question is discussed and the League separated from Versailles and its treaty.

France is intransigent, claiming that new treaties cannot be based on broken treaties, that Hitler's proposals cannot be discussed until he is dealt with as the aggressor in this matter of the Rhineland, and threatens even to leave the League, whose testing time has surely come.

#### Winter Olympic Games

The Winter Olympic Games at Garmisch-Partenkirchen record an attendance during the ten days of about 1,000,000. Norway scored the highest, figuring in every event except that of bobsleigh racing. This was the only one of six titles that United States scored in 1932. This title was retained by Ivan Brown and Alan Washbond of Keene Valley, New York. In speed skating, the Norwegian ace Ivar Ballangrud and Charles Mathieson won all four races, and Birgar Rund took first place in two events of ski jumps.

Sonja Heine, figure skater, had close competition from Cecelia Colledge of England, but retained her title. Great Britain won the hockey title over Canada, who previously had in all Olympic competitions held the premier title. It was very unfortunate that Britain's victory should be marred by the bitter arguments as to the eligibility of two British players.

The final evening of award giving was most impressive. As all the representatives of nations participating marched in under their respective flags, there was great enthusiasm, and the total satisfaction of the event was fittingly voiced by Count Latour of Belgium, who is at present on his way to Japan to view the possibility of next year's Olympic being held there.

#### Spain

The Portela Government resigned Feb. 19th, and former Premier Manuel Azana, Leftist leader, was named to-day as Premier. Azana is not a Socialist, but joined the Radicals in a coalition electoral campaign on condition that he would

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enforce the present Radical constitution of Spain. Every precaution was taken to prevent risings and a general amnesty issued to political Leftist prisoners held since 1934.

There are many problems facing the new government; the two greatest being, first, the moves of the victorious party against the defeated Roman Catholics and Rightists under Gil Robles, Spain's Fascist inclined strong man, and the peasant problem, for seventy per cent of the Spaniards live on the land, sixty per cent of which is owned by a few landlords and grantees.

\* \* \* \*

#### Geneva

The International Labor Office of the League of Nations estimates that 7,000,000, or about a quarter of the world's unemployed, are young persons. The percentage of youth among the jobless varies from 42 per cent in Hungary, 41 per cent in Italy, down to 15 per cent in Switzerland.

\* \* \* \*

#### Japan.

The World Federation of Educational Associations will hold their seventh biennial convention in 1937 in Tokyo, Japan. Hundreds are already planning to attend this meeting.

### INVOKATION

No rash, unmeditated plan provokes such castigation,  
But long, long months I've toiled along without remuneration;

And now, with but two cents on hand, I've reached the consummation,

And so I needs must beg of you your kind consideration.

If difficulties rise to pay the legal stipulation,

I'd gladly take a dollar now, to ease my stark privation.

My creditors around me wait; they're full of irritation.

My pocket's full of unpaid bills to point of saturation.

The funds so thriftily hoarded up are gone in circulation,

No moiety is left for need or mildest dissipation.

In fact, if this continues long, no hope but isolation;

Don't blame one then, for offering strong this just vociferation.

And so, thus sorely pressed for funds I plead reimbursement,  
For many hours of toiling hard on rural education.

Remonstrance mild on me inflicts untold humiliation,

May answer cheer and not inflict complete annihilation.

Pray, do not fix me with a stare of cold refrigeration!

Write out a cheque, produce effect of reconciliation.

This missive may to Board convey compassionate sensation—

Oh, may this plea impel, procure a fitting presentation!

MARION PHYLIS WILSON (Teacher).

### TEACHERS WANTED

Intending applicants for positions on the Edmonton Public School staff are hereby notified that the Board has decided by resolution to consider applications from such candidates only as possess the following qualifications:

1. At least a First-Class Non-professional Certificate;
2. Have had three years' teaching experience;
3. Have received three Inspectors' Reports, at least two of which must be "Very Good" or "Excellent."

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## Professionalism A New Zealand Friend Speaks Out

### Professionalize Teaching.

"I am one of those who believe that the schools can never be better than the teachers, hence the next thing I would suggest is that you strive to professionalize the teaching service. At present, though by courtesy we speak of the teaching profession, we know quite well that the term 'profession' is a misnomer. If there is one thing more than another that distinguishes a professional man from a mere hack, it is that the former is trusted to do his job while the latter is directed not only as to the what, but the how of his doing. If you employ an architect you do not dictate to him (that is if you are a sensible person) the details of structure, the stresses and strains to be borne by this joist or that. You introduce him to the site; you explain the purpose and general idea of the structure you want; you ask him to design the details and expect him to bring to the work all the skill and initiative he can command. If he fails in the job, you send him about his business and call in another.

### Freedom for the Teacher.

And so it must be with the teacher. You must leave him to his job, and that is to assist the boys and girls committed to his charge in the difficult process of growing-up properly. If he fails in this, then out he should go. Do not think I have any desire to pander to the incompetent. I merely wish that competent and incompetent alike shall have an opportunity of revealing their qualities. I think that this is a question to which the New Zealand Educational Institute should give special attention. While I agree that it should protect its members, I think that its first duty is to insist on high professional standards, even when the discharge of that duty involves hardship to some individuals. This is the only road to true professional status. I am aware that this process of professionalizing the teacher cannot come about without a considerable change of mind and heart on the part of the inspectorate. I know that there are inspectors who interpret their job in a broad and liberal spirit, but far too many are content to judge a teacher's work by limited formal standards which were out-moded years ago. Who, for example, has ever heard of a teacher with 100 per cent proficiencies losing grading marks? Yet if the teacher in securing these results uses methods which dampen enthusiasm and stifle interest, and neglects other aspects of school work—and every teacher knows that this does happen sometimes—then he should certainly be downgraded.

### Prescribed Text-books.

Then there is the matter of school text-books. These are merely tools in the teacher's hands. What would be said if the B.M.A. prohibited the use by medical practitioners of any scalpel other than So-and-So's make? Yet the teacher has his text-books prescribed for him and may use no other. It is as though, when calling for tenders for a building, we specified that the carpenters should use only Diston's saws. And we do not do it on educational grounds at all. No progressive teacher free to select his tools would select many of those at present prescribed for him. Not the worst feature of the prescribed text-book is that it places a premium on uniformity; it cramps initiative and deadens enthusiasm."

PROF. W. H. GOULD, Professor of Education,  
Victoria University College.



## Of Interest to Teachers

by Clericus

Professional status at last! Hurrah! The culmination of years of hoping and striving! And yet we have not reached our real objective. The law can confer professional status on us, but it is we ourselves who will have to take the big step and become really professionally-minded. There must be no relaxing of effort. Teaching is not a job, it is a creative enterprise, it is the task of enriching minds, of conferring on our scholars the love of learning, so that they may carry the educational torch still further. If we can awaken in our charges that love of beauty in literature and art and music and drama, how priceless will be our gift. And the worth-while-ness of this task should have its effect on us. Can we rise to our responsibilities? And what of our fellow-teachers? Are we always professional in our attitude towards them? Are we as jealous of their professional reputation as of our own? Do we underbid them so as to take their positions away from them? Do we engage in what may seem harmless gossip to their detriment? Yes, we have a long way to go yet. But we shall get there just the same.

\* \* \* \*

A few days ago we had the pleasure of attending the culmination of an enterprise in the Edmonton Normal Practice School. In case you don't know, an enterprise is a means of motivating learning. It teaches the children to co-operate and co-ordinate their efforts. They learn to do things because they need to know how to do them to attain a certain objective. While the enterprise centres around some certain subject, this one had a historical setting: it drew upon the fields of art, music, science, literature, reading, manual training, arithmetic, writing, etc. And everything was done with a motive. Children learned because they wanted to learn, which seemed to us both new and startling. Imagine children wanting to learn!

The teacher (Miss Ricker) sat on the side-lines, as we did. To all intents and purposes she was a visitor just like us. But of course we knew she was the power behind the scenes. Just how much advice and help she had been called upon to give we could only guess, but undoubtedly the finished product which we saw was the result of her enthusiasm and inspiration, of a little coaxing here and a little help there, just a friend in need so to speak.

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The youngsters put on their show and made a good job of it. Monks in a monastery, "Monastery Life" they called it. The very atmosphere was mediaeval. The children seemed to be conversant with every phase of monastery life of those times. So this is the "new learning"! Yes, we were born (at least) thirty years too soon.

\* \* \* \*

We understand that in the revision of the public school curriculum, the enterprise is to be introduced. It is meant to accompany the learning of the various skills, to give them a *raison d'être* so to speak. Since the curriculum changes as they affect Grade 1-6 will be introduced next September we are told, it would be well for some of the rural teachers who have been experimenting with the enterprise method to use this magazine as a medium to enlighten their fellow-teachers. Ignorance of the new method will beget fear, and from our own observation there is nothing to be afraid of. So come on fellow-teachers who have been through the mill, tell us just how you did it.

\* \* \* \*

Oh yes, what were the passenger and the porter talking about? Well you see, the poor kitty was minus her tail. The traveller asked "Manx?" (Of course you know that Manx cats have no tails.) "No," said the porter, "the tenthirty." So you see kitty had not got out of the way in time.

\* \* \* \*

Apparently the lessons in personal hygiene were not registering with little Willie, so the teacher said one morning, "Willie, I know what you had for breakfast this morning."

"I bet you don't," replied Willie.

"Yes," said the teacher triumphantly, "you had an egg."

"No," said Willie shaking his head, "we had egg yesterday morning."

\* \* \* \*

Our interest in the Bill to amend the *Teaching Profession Act* took us to the Legislature recently. We had expected a certain amount of stumbling and fumbling in the case of the new members (which means almost the whole House). But no, parliamentary procedure was followed without a hitch. There was a business-like tone to the whole House. Particularly were we impressed with the teacher members. So teachers can leave the class-room and function successfully in other walks of life! Mr. Solon Low, M.L.A. for Warner (and of course a teacher), who piloted the Teachers' Bill through the House, has gained quite a reputation as an orator around these parts. And did the other teacher-members support the Bill? Just 100 per cent.

For information re the track and field, basketball and softball tournaments in Edmonton, during the Exhibition week in July, please write to A. R. Lawrence, 9311 - 104th Ave., Edmonton.

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## Local News

### HARDISTY

At the regular meeting of the Local A.T.A., it was decided to go ahead with the "Dramatic" Competition. A committee of three, Miss Siebrasse, Messrs. Gillespie and Burpee, was appointed to make the final arrangements for the competition to be held in Hardisty on May 8.

Mr. H. W. Burpee was elected as delegate to the A.G.M. in Calgary.

After the meeting several of the teachers spent the time until supper playing badminton.

\* \* \*

### ST. MICHAEL - STAR

A meeting of the St. Michael - Star Local was held at Zoria School on March 14th.

Very interesting discussions on the new School Act, and the various items of the School Festival took place.

After a dainty luncheon served by Miss Olga Danchuk, the hostess, the teachers enjoyed games and rote-singing.

Teachers who were absent please remember that the next meeting is at Zoria School on May 1st.

\* \* \*

### MYRNAM

The Myrnam A.T.A. Local of 15 members are still carrying on their worth-while local activities as usual, despite the cold weather in the past which in a way hindered the full participation of all its members. Following the note of all nature around us in spring, we imagine that the A.T.A. Locals, with Myrnam Local included, will set the same example and when the year's work is over, there should be plenty of fruits developed to feed not only ourselves but our pupils and others as well.

The Myrnam A.T.A. Local has had a number of meetings, some of which were those of the executive only, because the weather made it extremely hard for rural members to attend. However, the meetings that were held showed keen and lively interest of all members. Is it a sign that the A.T.A. Locals will live as long as the teaching body exists? We hope so.

A joint meeting of Myrnam and Derwent Locals was arranged for February 8th, in the new Myrnam School, but owing to the cold weather again, the Derwent Local members did not arrive. Still the meeting was very successful, and two new members were present, namely, Miss N. Svarich, teacher from Krasnohora School, and Miss Zelenko, teacher from Stony Rapid School. Other members present were: Mr. Teresio, Miss Joan Goshko, Miss C. Gereluk, Mr. Cassidy, Mr. S. L. Yaremchuk, Miss Kotyshyn, Mr. Leisevich, Mr. Voloshyn and Mr. Chornoy.

A lively discussion took place about the need of organizing A.T.A. Locals at points near and far around Myrnam. It was suggested that having a District Representative of the A.T.A. elected from this region, a great number of new Locals could easily be organized in this section of Alberta. The more the teachers are organized into Locals, the better for the teaching staff as a whole.

In the evening a lovely banquet in the Myrnam Hotel followed. The teachers of this Local express hearty thanks to Mr. D. Chapelski, the proprietor of the hotel, for his interest, kindness and help which he has always expressed to the teachers. A gay novelty dance in the National Hall, put up by this Local, came next. We were glad to have with us a former teacher, Mr. Mulka, now running the general store business in this town, playing in the dance orchestra.

\* \* \*

### MYRNAM

The regular meeting of the Myrnam A.T.A. Local was held in the New Myrnam School on Saturday, March 28th, at 2:30 p.m.

The meeting was called to order by the President, Mr. Teresio, and after the reading of the minutes and the making of the financial report by Miss Goshko, the following items of business were satisfactorily drawn to a conclusion.

(1) The choice of a delegate to Calgary Easter Convention, of Mr. Teresio; and (2) the selection of a play (drama-comedy) to be put on by the A.T.A. some time in the spring.

In the evening a whist drive was held in the dining room of the Myrnam hotel, where close to forty people thoroughly enjoyed themselves. Due to the absence of the President, Miss C. Gereluk (Vice-President), very ably conducted the evening's entertainment, assisted by Misses Goshko and Svarich.

After the whist a very delicious lunch was served by the aforementioned ladies, assisted by the hotel staff.

The prizes went to: Miss Bochanesky, Mrs. Hanlon and Mrs. Mulka; Mr. Tomkins, Mr. Lisevich and Mr. Campbell.

\* \* \*

### WILLINGDON

The Willingdon A.T.A. Local held its monthly meeting at Willingdon on March 20th. The seventeen teachers present led a spirited discussion on the proposed School Act. The teachers endorsed the action of the executive in supporting the School Bill.

After the meeting the Willingdon staff entertained at the home of Mr. and Mrs. N. Svekla. Bridge prizes went to Miss Kay Huculak and Mr. Tom Shandro.

The next meeting, for the purpose of discussing the resolutions, will be held at Willingdon on the fourth of April.

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### CAMROSE

On the afternoon of March 27th we were very fortunate in being able to have Mr. J. W. Barnett, General Secretary-Treasurer of the A.T.A. speak to us. In his speech he clearly pointed out the value of the A.T.A. organization to us as Normal School students and in the future as teachers. He also spoke of the recently passed *Teaching Profession Act* pointing out its value to the people of this Province, and particularly to us as prospective teachers.

As a result of his speech an A.T.A. Local was formed at the Camrose Normal School, with Mr. Hanson as President, Miss Hoffman as Vice-President, and Mr. Simonson as Secretary.

\* \* \* \*

### SMOKY LAKE

The regular meeting of the Smoky Lake A.T.A. was held on March 7th in the White Earth teacherage. The majority of teachers was present. Mr. H. Holowaychuk acted as host.

Various phases were discussed about the School Festival, problems confronting teachers today, and a Field Day to be held in June. It was suggested that Mr. W. Tomy, M.L.A. of the Whitford constituency, be invited to address the group in the near future.

The next meeting will be held on April 4th at the residence of Miss D. Dubetz. A lecture in Art will be given by Mr. J. Hannochko and a general discussion will be followed on any problems brought up by the teachers.

\* \* \* \*

### PARADISE VALLEY

A meeting of the Paradise Valley A.T.A. Local was held at Winona School on March 7th.

A new officer, Miss Muttart, was elected Treasurer.

It was decided that the Paradise Valley A.T.A. Local take part in the Festival which is to be held in Chauvin.

The teachers discussed the coming Easter Convention. After the business meeting a very delightful lunch was served by Mr. M. Moncrieff.

All teachers of this Local are cordially invited to attend these meetings and make them as interesting as possible.

\* \* \* \*

### HAIRY HILL

The regular monthly meeting of the Hairy Hill A.T.A. Local was held at the school at Hairy Hill on March 21. In spite of the poor roads and bad weather conditions a large number of teachers were present.

Mr. P. M. Shavchook of the Old Hairy Hill school was chosen as delegate to the Calgary Convention. A discussion of the proposed legislation occupied the remainder of the meeting. The next meeting will be held on the 18th of April at Hairy Hill.

### SKY LINE TRAIL HIKERS' OUTING IDEAL VACATION

Lake O'Hara Bungalow Camp in the Canadian Rockies Headquarters for Inexpensive Four-Day Hiking Adventure

Dates for the 1936 hike of the popular organization which embraces nature-lovers, artists, poets, painters, journalists, authors, geologists, and teachers and students of many schools and colleges, have been set at August 7 to 10 inclusive.

Through extension of the Oday Bench trail and the improvement of the trail to Opabin Meadows, Lake O'Hara offers an attractive variety of hiking trails. Lake MacArthur and Lake Oesa are two neighboring lakes lying in glacial cirques above timber line. Opabin Meadows are particularly rich in Alpine flowers and the whole region offers unusual opportunities for the nature-lover. The Sky Line Trail Hikers' camp will be eight miles from Wapta or twelve miles from Lake Louise.

Trail Hikers are reminded that the scenery is spectacular and are advised to bring cameras and plenty of film. Another useful adjunct to a Trail Hiker's equipment is a fishing rod for Lake O'Hara and other adjacent waters are well stocked with trout.

The Secretary-Treasurer, at Room 318, Windsor Station, Montreal, will be glad to hear from any prospective members.

## Correspondence

Dear Mr. Barnett:

I received your letter requesting me to write my Local M.L.A. in connection with changes in the *Alberta School Act*. I might say that I have complied with your request. There is another matter which I wish to draw your attention to. It concerns resolutions forwarded to Secretary of the Alberta School Trustees and to the local M.L.A.'s.

The board of the district in which I am employed, received a letter from Mrs. Rogers, Secretary A.S.T., asking them to forward to her as soon as possible a resolution protesting against the new School Bill as proposed by Mr. Aberhart. They decided that if they held a meeting of the ratepayers, the resolution would not be sent, for the majority of ratepayers were in favor of the Bill. The secretary told me they were going to have a private meeting and fill in the blanks on the resolution form received from Mrs. Rogers. I think this is going too far.

The trustees of this district, although they are called such, do not by a long shot represent the ratepayers of the district at all. They will find this out when the proper time comes around.

I am almost sure that other boards in this vicinity have sent resolutions to Mr. Aberhart under similar conditions.

Although I wish to have my name kept out of this, I can prove what I have said.

Isn't it wonderful what power these one-horse outfits can wield when their "job" is at stake?

I wish you every success.

I remain, yours truly,  
Teacher.

\* \* \* \*

Brooks, Alberta,  
March 13th, 1936.

The Editor,  
A.T.A. Magazine,  
Imperial Bank Bldg., Edmonton.

Dear Sir:

We would greatly appreciate it if you could insert in an odd corner, a note to the effect that the Brooks High School would like to exchange papers with other High Schools in Alberta.

Thanking you in anticipation of this favor.

ROBERT WHITE,  
Editor, Brooks School Bug Hunter.

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### UNRELIABLE "EXAMS"

Professor C. W. Valentine of Birmingham, in the psychology and education sections, attacked the unreliability of entrance examinations for secondary schools and the awarding of university scholarships.

We had, he said, a great system of selection at 11 years of age of pupils for secondary schools. At that delicate age we decided what the future of the child should be.

Of more than 2,000 students in five provincial universities it was found that two-fifths of this number gained only third-class honors, a pass or a failure—and yet they had been awarded scholarships.

One boy with the last mark, who only just scraped in, proved the best in five years. Another, 88th in the admission list, proved the most brilliant pupil of the year.

The most striking case was of a girl, really below the border line, who so impressed the senior mistress that she was allowed into the school. At 16 she obtained the school certificate with six distinctions.

The mere automatic examination would have rejected her.

—From *Daily Mail* (London), Report of British Association, Sept., 1933

### "THE GREATER VICTORY"

By EDWARD J. THORLAKSON

Mr. Thorlakson's play, produced in aid of The Christian Commonwealth Youth Movement of Canada, had a well-merited three-day successful run at the Grand Theatre, Calgary, on March 6, 7, and 9, 1936, under the able direction of Mrs. Thorlakson.

"The Greater Victory," which covers the whole period of the Great War, is perhaps, apart from the actual story in the plot, the most brilliant piece of characterization that has ever emanated from the author's fertile brain. Not one of the fifteen principal characters is overdrawn, and each one is so faithful to himself—or herself—that the audience could anticipate his or her dialogue, gestures and emotions right to the end of the Fourth Act and final curtain. The scene juggling, back and forth from Canada to France, is a remarkable piece of craftsmanship.

The climax is perhaps the best-acted scene in the whole production. Without belittling the performance of any of the other players, Miss Emily Cragg, Mrs. Florence Weller, and Mr. Thorlakson, who play the parts of Beatrice, Mrs. Reisen and Stephen respectively, deserve special congratulation.

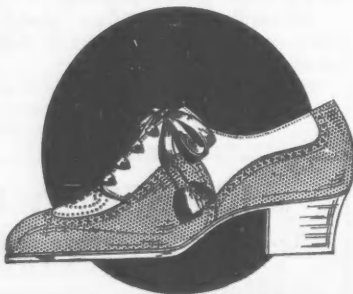
To let "The Greater Victory" die prematurely would be a serious loss to Canadian literature. The favorable notice it received during this three-day presentation should be but the precursor of still greater receptions.

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"RIDE THE GREYHOUNDS"

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### OUTLINE FOR MAY

(Through the courtesy of the Calgary School Board)

#### GRADE I Reading

As many supplementary readers as possible. Aim at smooth, easy reading with natural expression.

#### Language

Oral Language Lessons: Aim—Expression in a compound sentence, i.e., Play game of "Because":

Teacher—"I was late for school today because ....."  
(child supplies). Child—Repeats whole sentence.

Teacher—See if you can give me a big story with "because". Use "if" similarly.

Note.—In "Because" game, cause is last; in "If" game, condition is first.

Talks: (1), (2) and (3)—as in April Outline. (4) Japanese or Chinese life and customs.

Games: "I went", "I have been".

Pictures: Japanese children—See Art Course.

Stories: Lion and Mouse; Cherry Tree Children; Joseph and his Coat; Nature Stories (Burgess Books).

Written Work: Written sentences about suggested topics. Original sentences.

Social Studies: Farm unit—the horse and varied work on the farm, grains and vegetables.

#### Memorization

What is Pink? Boats Sail on the Rivers. My Mother Dear is Sweeter Far.

My mother dear is sweeter far,

Than all the lovely ladies are.

Kindness is written on her face,

She scatters joy in every place.

My love is hers and year by year

She seems more lovely and more dear.

Piper, piper. (Rose Fyleman). Sun and Rain.

#### Arithmetic

Finish combinations and separations. Review recognition of families. Oral work in addition in the higher decades, 43/4, 53/4; column addition. Writing number names. Oral use of  $\frac{1}{2}$  and  $\frac{3}{4}$ . Oral problems involving the use of these fractions, as well as simple applications of all pupils' number knowledge.

#### Hygiene

Exercise and Play—Play outdoors for health. Importance of fresh air. Be good sports.

Social Hygiene—Very good suggestions will be found in the Course of Studies.

#### Nature Study

The unfolding of buds on twigs placed in water in classroom; Balm of Gilead, Poplar, Manitoba Maple; early spring flowers, as pasque flower, coltsfoot, violet and buckbean.

The young birds and how they quickly learn to take care of themselves.

The aquarium containing some plant life to keep water sweet; tadpoles, caddis larvae; observations of life in the aquarium, and in sloughs out-of-doors.

A jar containing wrigglers, changing into mosquitoes.

#### Writing

Teach capitals: C, M, N.

#### GRADE II Reading and Literature

Silent Reading: Parts of Brownie, the Beaver; The Evening Meal, The Danger Signal.

Oral Reading: Parts of Brownie, the Beaver: The Tunnels, Beaver Houses, Tree Cutting, At the Dam. Spring.

Memorization and Verse Speaking: The Rainbow. Where Go the Boats?

#### Language

(a) Oral Topics—Our Garden, Our Early Flowers, Arbor Day, May Day.

(b) Teach can't, won't, don't, wouldn't, couldn't,

shouldn't. Review correct form of could have, have to, and ought to.

(c) Teach opposites: big, little; hot, cold; long, short; white, black; good, bad; light, dark; night, day; clean, dirty; soft, hard; back, front, etc. (see page 26).

#### Citizenship

First Week—Longer evening—outdoor play. Special talks on safety-first. Need of policeman—reasons for obeying his orders. Dramatization of situations showing disorder resulting from non-compliance of rules and regulations.

Second Week—Helping at Home Week. Helping to get garden ready. Preparation, planting and care of own little garden. Helping Mother in all ways possible.

Third Week—Out-Door Week. Review care of boulevards and public parks, especially at the growing season. Building of bird houses. Care of birds' nests and eggs, etc. Conduct on swings, slides, etc. provided in the parks. Empire and Victoria Day celebrations.

Fourth Week—Saving Week. Saving of coppers. Care of clothes. Cleaning shoes to help preserve leather as well as to aid appearance. Saving of flowers and birds, etc.

#### Spelling

May and June.

Use these two months for a final review of the words which have given difficulty.

Teach words needed for language work. Suggestions: Names of birds, flowers, animals, seasons, days, months, holidays, numbers, words from the reader, parts of the body as arm, finger, foot, etc.

#### Arithmetic

Column addition to 49. Counting by 3, 4, 6, 7, 8, and 9 to 50. Endings extended into the higher decades as

8	8
6	5
47	66

Dictation of numbers in words and figures, of sums of money. Addition may be extended to two columns of not more than 6 or 7 addends per column. Pint, quart and gallon. Problems continued. Use of tests to determine pupils who have not yet mastered addition and subtraction facts.

#### Nature Study

Animals: Beaver and coyote.

Plants: Change in color of trees. Dandelion, buffalo bean; violets, shooting stars.

Birds: woodpeckers—red-headed, downy, flicker. Blackbirds—red-winged blackbird. Meadow lark. Swallow—barn swallow, bank swallow.

#### Physiology and Hygiene

First Week: Safety First—(a) Crossing streets and railway tracks. (b) Danger from matches, hot ashes, bonfires, and hanging wires.

Second Week: Care of scratches, cuts, bruises and burns.

Third Week: Social Hygiene—Keep good company; be fair in work and play; help others; be kind to animals.

Fourth Week: Social Hygiene (cont'd)—Be polite; help smaller children and old people; be cheerful and happy; read good books.

#### GRADE III

#### Reading and Literature

Silent Reading: Hurt No Living Thing; Salmon.

Oral Reading: Bird Babies; What the Thrush Says; The Home-Coming of the Sheep; White Horses.

Memorization and Verse Speaking: What do the Birds Say? Hepatica; The Green Month.

Dramatization: The Singing Children.

#### Language

(a) Oral—A trip in an Auto; A Hike; The First Dandelion; If I were a Fairy; A Visit to the Zoo; What I saw in Woolworth's. Finishing a half-told story.

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(b) Formal—Review there, their; here, hear; to, too, two; and teach sit, sat, set; rise, rose, raise; lie, lay; don't, doesn't.

(c) Vocabulary Building—General review.

#### Citizenship

Arbor Day—Clean up—(a) yards, gardening, care of boulevards, etc. (b) Appreciation of Public Parks, keeping parks, streets and recreation grounds clean, waste paper. (c) Empire Day—Patriotism. Victoria Day—Birthday. (d) Stories: 1. The Little Acorn (Emerald Story Book). 2. Laura Secord. 3. The Story of Proserpine. 4. The Boy who Discovered Spring. (Emerald Story Book, by Ada M. Skinner.)

#### Arithmetic

1. Teach 9 and 10 times (multiplication and division), 1/9 and 1/10. 2. Review the simple operations, using every possible variety in form or wording of questions.

#### Nature Study

Encourage child to make first hand observation of habitat of plants, arrangement of parts of flowers. Pussy-willows—note flowers before leaves to facilitate pollination by wind. See "Fly-Away and Other Seed Travellers".

#### Geography

1. Life in Japan. (a) Location of Japan; Journey from Hawaii. (b) Appearance and dress of people. (c) Japanese home. (d) Games played by Japanese children; Feast of Dolls, Feast of Flags. (e) The story of silk. 2. London, "The Heart of the Empire." 3. The Emerald Isle. 4. The Land of the Heather.

#### Hygiene

First Aid—Care of cuts, burns, bruises, etc.

#### GRADE IV

#### Reading and Literature

Silent Reading: Five Fables.

Literature and Oral Reading: Moving Pictures.

Memorization and Verse Speaking: We Thank Thee.

#### Language

Review.

#### Arithmetic

All types of division and multiplication; exercises within reasonable limits. Variety of problems involving simple application of the four processes. Form habit of checking answers in all four processes.

#### Spelling

Review Term's Work: Memory Work Spelling.

#### History and Citizenship

Self-control—In food, in speech, in thought, in action. Empire Day—(a) Patriotism. (b) Loyalty—to school, to city, to Empire.

Early Days in Alberta.

#### Nature Study

May and June:

Detailed insect study as per Course of Study.

Wild Flower Recognition—E.g., shooting star, vetches, bed straw, wild columbine, red lily, prairie pink, prairie rose, etc.

Garden Flower Recognition—E.g., lilac, poppy, iris, peony, delphinium, columbine, bleeding heart, etc.

Perhaps one lesson per month on seasonal changes re occupations of people, streams, plant and animal life of community.

N.B.—Teachers are warned not to confuse Recognition Study and Detailed Study.

#### Hygiene

Safety First—Choosing safe places to play; crossing streets or railway tracks; danger from matches, bonfires, hot ashes, hanging wires; getting on and off street cars; care of a scratch, cut, bruise or burn.

#### Geography

1. In Beautiful Burma. (a) Location on the globe. (b) In the rice fields. (c) A tiger hunt. (d) The snake charmer. (e) The road to Mandalay. 2. A Trip to Banana Land. (a) Journey on steamer of Great White Fleet to Costa Rica. (b) The banana plantation. (1) Buildings on plantation. (2) Preparing the jungle for planting the banana roots. (3) The growth of the plant. (4) Cutting the bunches of green bananas. (5) Transportation of bananas to port. (6) Handling of bananas on board ship.

#### GRADE V

#### Reading and Literature

Silent Reading: The Taming of a Winged Horse; The Wonders of a Pond.

Literature and Oral Reading: Mrs. Noodle and the Tea Tray.

Memorization and Verse Speaking: The River.

Dramatization: Westward Ho!

Memory Work: The Grasshopper, Keats. 24th or 23rd

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Psalms. Ingratitude—"Poems Every Child Should Know." Robin Hood in the Forest Stood, from "Learning to Speak and Write."

#### Spelling

Review Term's Work. Words from other subjects.

#### Hygiene

Foods—1. Carbohydrates. 2. Minerals. 3. Importance of coarse foods and water. 4. Care of foods.

#### History

Stories of surveying for C.P.R. main line, and of the building of it. Stories of the Royal North-West Mounted Police in the early days and in later times.

#### Citizenship

Forethought in speech and action.

#### Geography

1. Animal Life. 2. Points of Interest in Alberta's Mountain Parks. 3. Railways. 4. Land Survey.

#### Arithmetic

1. Miscellaneous tables. 2. Various types of problems including application of addition and subtraction of easy fractions.

#### GRADE VI

#### Reading and Literature

Literature—Torch of Life, Lochinvar.

Memorization—Choice of: The River, Famous Men. Recessional.

Oral Reading—Review Difficult Lessons.

Silent Reading—Pioneer's Wife.

Story Telling—The Cid.

#### Language

May and June:

A. Thorough Review of Course. B. Encourage imagination in original stories.

#### Grammar

(a) Completion of the Predicate—Suggested Exercises: (1) Complete the predicate of sentences. (2) Underlining the completions of predicates.

(b) Review.

N.B. Formal Grammar does not begin until the pupil has reached Grade VII. Therefore it should not be taken as a separate and definite subject but should be combined with Composition. Use the authorized text, "Learning to Speak and Write."

#### History

Western Canada Explored—Fur traders and other adventurous spirits. Rare feats of daring and endurance. Co-operation with the Red Man. The Indian guide indispensable.

In exploration as in the fur trade the White Man and the Red linked hands—Radison and Groseilliers, Verendrye, Hearne, MacKenzie and Fraser. These on foot and by canoe (the Indian's contribution) traversed the vast stretches of prairie, woodland and mountain—Great stalwarts of our land.

With equal courage and perhaps a finer, nobler spirit, our pioneers of today go forth finding pathways through the air, discovering, exploring, succoring the sick, bringing aid to the distressed.

#### Arithmetic

May and June:

Something about graphs and decimals (in money). Problems and Review.

#### Hygiene

Summary of good health habits; Value of play and games.

#### Nature Study

1. Two insects: Butterflies and Moths, House-fly, Grasshopper. 2. One spring flower: crocus, catkins.

#### Geography

Mexico; Central America; West Indies; South America—position, shape, coast line, people, surface features.

#### GRADE VII

#### Spelling

(a) Complete supplementary words—28. (b) New words from other subjects.

#### Language

1. Business Letters. e.g., Application for a position. Review other types.

2. Discussion of model sentences and paragraphs from general reading.

3. Correction of Errors. See Course of Study, page 80. Note: The correction work should be carried on throughout the year. A rather interesting booklet, "The King's English Drill" by Rosamond De Wolfe Archibald, provides some novel exercises for this purpose.

#### Grammar

The Possessive forms—(1) With a compound Noun. (2) With a plural proper Noun. (3) With a compound Subject or Object. (4) With double possessive.



**Geography**

Egypt, Cape to Cairo Railroad, Suez Canal.

**Physiology and Hygiene**

Review work of previous grades. Allow one week for each of the following systems: (a) Digestive System. (b) Excretory System. (c) Circulatory System. (d) Respiratory System.

**History and Civics**

Later Immigration and Settlement. (a) Immigrants from various countries. (b) The Great West—(1) Hudson's Bay Company. (2) Selkirk. (3) Gold Rush of 1856—British Columbia. (4) Confederation. (5) The C.P.R. (6) Saskatchewan Rebellion. (7) Grand Trunk and Canadian Northern Railways.

**GRADE VIII****Reading and Literature**

May and June:

Completion of unfinished work and review.

**Grammar**

May and June:

General review. Tests to cover the year's work.

**Geography**

Canada (continued) (E) **Canada's Fisheries**—1. Most valuable sea fisheries in the Western Hemisphere belong to Canada. 2. Pacific Fisheries—stress salmon fishing and canning, and halibut fishing. 3. Atlantic Fisheries. (a) Most extensive lobster fisheries in the world. Trade in canned lobster. (b) Cod and haddock—fresh and cured. (c) Sardines—New Brunswick. 4. Fresh water fisheries in large lakes—whitefish, trout, pickerel. (F) **Manufacturing**. 1. Importance of cheap hydro-electric power in development of Canadian industries. Canada second only to the U.S. in amount of hydro-electric power developed. Note that most hydro-electric development has taken place in Ontario and Quebec, the two provinces which lack coal. 2. Locate the following centres for leading manufacturing industries, in addition to those noted in previous sections: Meat packing: Toronto, Winnipeg, Calgary, Edmonton. Flour Milling: Port Colborne, Moose Jaw, Calgary. Automobiles: Windsor, Oshawa. Electrical apparatus: Peterboro. Oil refining: Sarnia. Agricultural implements: Hamilton, Toronto. Sugar refining: Montreal, Vancouver. Cement: Hull. Chemicals: Shawinigan Falls. Textiles: Sherbrooke. 3. Note that many companies with headquarters in the U.S. have established large factories in Canada not only to meet the requirements of people of Canada for their products, but also to take advantage of preferential tariff for trade with other parts of the British Empire. The automobile, agricultural implements and electrical industries are good examples of this. Correlate with Citizenship. (G) **Transportation facilities in Canada**. 1. Review railway transportation and St. Lawrence waterways by considering routes of transportation of wheat from Prairie Provinces to ports of Vancouver, Montreal, Churchill, St. John and Halifax. 2. Development of Mackenzie and Yukon River Systems as highways. 3. Trans-Canada automobile highway. 4. Aviation in Canada. (a) Air mail. (b) Passenger service. (c) Forest patrol. (d) Aerial photographic survey. (e) Mineral exploration. (f) "Errands of mercy." (H) **Trade and Commerce**—1. Bulk of trade with the British Isles and the United States. List the principal commodities that are (a) exported to, (b) imported from these countries. 2. Canada's trade relations with (a) rest of British Empire, (b) Orient, (c) Continental Europe, (d) South America. 3. Note that most of Canadian exports and imports are transported in Canadian vessels or vessels owned in the British Isles.

All subjects not specifically mentioned—Review.

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## Classroom Hints

Here are Some Suggestions for Further Schools Projects:

**The Reluctant Dragon**

I. Each year the Normal Practice School has put on a play. Until last year these plays were directed and managed by the Staff. Last year Mr. McDougall decided to let the children themselves have full charge of the production.

The play chosen was "The Reluctant Dragon." Two of the Grade Eight girls directed the play. These two girls had acted in the various productions, and had shown good ability. One of them had gained very favorable comment as Snow White in the play "Snow White and the Seven Dwarfs." It was surprising the support they were given by the members of the cast. Many would no doubt be afraid of the lack of co-operation.

The costuming was in charge of one of the girls too. She had a most difficult job—costuming about thirty persons wearing costumes dating from King Arthur to the present day, as well as a family of ten dragons. And in addition a troupe of dancers. This was done most efficiently. The particular costumer mentioned had always been a behavior problem, a weeping person, feelings on her sleeve, etc. There was certainly no time for that during the six weeks of preparation, and she was much better when all was over.

Perhaps the most engrossing job was the making of the dragons' heads. A mixture of newspaper and glue was molded over wire frames, and painted a very convincing dragon-green. To heighten the effect, red cellophane

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tongues and wicked, glistening tin teeth were added. Then a stiff, scaly tail glistening green and spotted with gold and silver paint over the various colored sateen dragon suits made a lasting impression.

Other committees of boys painted scenery, constructed sets and did various jobs in stage carpentry. This was no slight task either, as there were a large number of scenes.

Mr. McDougall said that he often felt as if he were running a three-ring circus. Visits had to be made to the rehearsing room, then to the scenery room, and from there to the glue factory.

This is supposed to be an aside, but is the very sort of thing that prevents some teachers undertaking an adventure of this kind. While the dragons' heads were being made such glue odors as greeted our nostrils! And there was not a door knob in the place from which you could "come clean!"

The "creative muse" was not idle. One Grade Seven girl composed a song for the dragon quintuplets to sing. A song of victory when Saint George slew the dragon was another fine piece of work.

#### SONGS COMPOSED BY PUPILS FOR "THE RELUCTANT DRAGON"

St. George's Song  
(Air—"The Vagabond King")

Gather now, ye shepherds,  
From the downs of England  
We will see this mortal fight.  
Will you let this monster  
Take your wives and children?  
Nay, first see this gory sight.  
List ye! List ye!  
Saint George will strike the blow.  
Hear ye! Hear ye!  
Saint George will lay him low.  
Gather now around us,  
Shall this monster rule us?  
No, Saint George of England, No!  
—Brenda Wallace, Grade VIII.

The Quintuplets' Song  
(Air—"Little Susie Sunflowers")

Oh, we are quintuplets, dressed in scaly green,  
Always strong and healthy, the finest ever seen;  
We and our mother live together here  
In this case by the sea, all the year.

Oh, we are quintuplets, playing all the day;  
When night comes our mother tucks us all away;  
Our Uncle Golgol steals the juicy sheep.  
Right now he's in the cave fast asleep.

Mehitabel is our sister, Zar is our brother,  
The rest are Alexander and our Mother.  
Dance, dragons, dance; dance and sing and play,  
Dance quintuplets, dance, dance all the day.  
—Betty Wells, Grade VII.

Everyone voted that from viewpoint of pupils' gain that it was a huge success.

#### Is There a Place for the Movies in the New Course?

II. A plan for including the movies in the educational program had been maturing in the teacher's mind for some time. The plan was given impetus by this section from "An Experience Curriculum in English." A Report of a Commission of the National Council of Teachers of English. W. Wilbur Hatfield: Chairman. (Appleton-Century Co., New York, 1935.)

#### Enjoying Photoplays—Grades 7-12

This strand might appropriately be called "Discussing Photoplays," since actual attendance does not take place during class time or as assigned homework. This phase of the literature work is much like independent reading, consisting of class discussion which it is hoped may guide individual voluntary action in leisure time. It differs from the guidance of reading in that very few pupils need to be stimulated to use more of their leisure for this purpose; the problem is almost wholly that of elevating tests.

The course goes on to suggest the following as possible units of study:

1. Primary Objective: To enjoy fully the better short comedies.

Enabling Objectives: To enjoy fresh fun more than stale tricks or jokes. To enjoy plausibility and naturalness, facial expression, realize the characters sufficiently to feel any character comedy present. In animated cartoons to

recognize the compatibility of characters, setting and incidents. To enjoy beauty in coloring and design—when present.

2. Primary Objective: To enjoy the better "Westerns" and other adventure stories.

Enabling Objectives: To keep the incidents and character relationship straight. To distinguish between the probable and impossible. To sympathize with the right side. To recognize good riding, good horses, natural make-up and acting.

3. Primary Objective: To enjoy discriminating light romance.

Enabling Objectives: To be alert to plot cues. To recognize admirable qualities in hero or heroine. To recognize good singing, and natural, vigorous acting.

4. Primary Objective: To see news reels with the same interest and critical attitude with which one reads the newspapers.

Enabling Objectives: To know enough of current events to place each episode in its political, social, scientific, or economic setting. To be alert to bias in selection or presentation of incidents. To take an attitude of study, looking for significance, toward industrial, political, and military scenes. To take a relaxed, appreciative attitude toward "human interest" and picturesque presentations.

5. Primary Objective: To enjoy the better musical comedies.

Enabling Objectives: To prefer clever plots to stale or flimsy ones. To prefer clean, fresh jokes to dirty or stale ones. To appreciate stage pictures, beauty in costumes or cast. To appreciate graceful, significant dancing. To enjoy good music: melodies, harmonies, voices, orchestral performance.

6. Primary Objective: To enjoy the occasional real dramas presented on the screen.

Enabling Objectives: To see clearly the opposing forces, and the object of contention. To see the psychological or social significance of the contest. To be alert to fine acting, including telling gestures and intonations. To judge the truth of the dramatist's depiction of this slice of life.

#### Alternative Units

Based upon progress in discrimination between good and poor photoplay, instead of upon the context of the photoplay experiences.

1. Primary Objective: To correct one's estimate of photoplays recently seen by discussing their merits and faults with classmates and teacher.

Enabling Objectives: To be frank in expressing one's own opinion. To consider with genuine fairness the opinions of others. To be aware of suspense, humor, clever bits of acting, probability (or improbability), realism in settings, clearness of characterization.

2. Primary Objective: To become informed about photoplay techniques, writers, producers, directors, actors, and critics.

Enabling Objectives: To know which magazines and newspapers have reliable photoplay information. To know what must be done to make a play of a story. To know in what ways the screen is more limited than the stage, in what ways more free. To note by copyright date or other evidence whether a book or article deals with the present or past.

3. Primary Objective: To set up standards for evaluating photoplays.

Enabling Objectives: To carry over standards of content development from literature study. To carry over from art study standards of pictorial effect. To carry over from physical education standards of grace in posture and movement. To carry over from public speaking or dramatics standards of vocal expression. To carry over from music standards of musical composition and execution.

#### A Plan Tried

In brief the plan was developed as follows: The teacher discovered through an advance advertising notice commonly circulated by managers of moving picture theatres that Dickens' "A Tale of Two Cities" would be shown at the local theatre in two months' time. The teacher suggested that the original story should be read in class as fully as possible in the available time, and that the class should attend the picture in a body. Following the performance several periods of the class time were to be devoted to a thorough discussion of the photoplay.

In reading the story to the class care was taken that the main trend of the story was clear in the pupils' minds, the

"RIDE THE GREYHOUNDS"



characteristics of the period were understood, the political atmosphere, especially in France, realized, the main characters appreciated, and that their place in the narrative was grasped.

Before attending the theatre it was suggested that the pupils be on the lookout for: 1. Any differences between the story and the screen version of it. 2. Details of the houses, furniture, dress and vehicles of the period. 3. The consistency with which the actors played their parts. 4. To compare the atmosphere of the book to that of the play.

Following the play the discussions centered around: 1. Divergences between the story and the play. Whether they were justified and whether they added to or destroyed the desired atmosphere, and the story. 2. The houses, furniture, dress, customs and vehicles of the period. 3. The social and political situations in both England and France. 4. The characters and the quality of their acting. Whether they were consistent throughout and whether they were true to Dickens' original creation.

The discussions were highly interesting and the children showed the results of keen observation and some insight into character and plot. It was felt by the children that on the whole the producers had been justified in having Darnay appear only once before the Revolutionary Tribunal. On the other hand they felt that the play might have introduced Dr. Manette's lapses of memory while he was in England, and that the lapse that was introduced weakened the general appeal of the character. It was felt, too, that Ronald Colman faced the final scene as a happy release rather than sublimely and prophetically as depicted by Dickens.

The children expressed a desire to carry out another plan of a similar nature. The teacher felt that perhaps a practical way has been found to turn the moving picture to educative advantage.

#### A Simple Way to Equip the Ordinary Schools Room for Lantern Slides or Moving Pictures

It has been for some time and is still possible to obtain very worthwhile sets of lantern slides and reels of moving picture film from the Visual Research Branch of the Department of Extension of the University of Alberta. Besides this it is possible to rent lanterns. To make this splendid service available to the teacher during the school day makes it necessary to solve the problem of a properly darkened school room. The following is a practical way in which this can be accomplished at very little expense:

##### Material Needed:

1. A roll or part of a roll of ordinary tar paper used for building purposes.
2. Strips of common lumber  $\frac{1}{2}$ "x2"x2 $\frac{1}{2}$ ".
3. Several dozen round tin paper protectors to prevent the tearing of the tar paper.
4. A box of  $\frac{3}{8}$ " tacks.
5. Hammer and saw.

All this material may be secured from the local hardware merchant and lumber company.

##### The Plan of the Blinds:

The blinds are simply suitable lengths of the tar paper, reinforced at each end by a strip of the common lumber cut to the width of the roll. The paper is tacked on to the lumber with the inside of the roll facing down against the board. (This will make it possible to have a close fit.) The tin paper protectors are placed on top of the tar paper and the tack driven through tin and paper and into the wood. There should be a tack at intervals of at most six inches, with one at each end. The blind can be rolled up conveniently and put away in a small space.

##### Making the Blinds:

It is best to plan to have the blinds run horizontally across the windows, especially if the windows are wider than the width of the tar paper, and if several windows come together. If the windows are isolated a vertical blind is more satisfactory providing a single blind can be made to cover the whole window.

In making the blind, measure the distance across the window from the centre of one large window jamb to the centre of the opposite window jamb, or if a vertical blind is needed from the sill to the centre of the top window jamb. This will give the correct length of the paper which should be carefully cut at right angles. Check the measurements before cutting. Complete the blinds as above and to fit nail them carefully to the face of the window jambs on either side of the window, or in the case of a vertical blind to the sill below and the top window jamb above. Shingle nails should be used, and two in each end

are sufficient. They should not be driven "home" unless necessary. This will make it easy to remove the blind without damaging anything. Where horizontal blinds are used, make enough to completely cover the window by placing one above the other. A half sized blind may be necessary. Make the joint as tight as possible so that little light will enter. A set of hooks and eyes might be used to secure the blinds, with the hooks in the ends of the blinds and the eyes in the jambs.

#### Grade III—Memorization and Verse Speaking "Then"—De la Mare

##### A.—Preliminary Study for Appreciation:

1. When you are all in bed asleep at nights, do you know who keeps watch over the town? (Policeman). He tries to see that nobody comes to harm and that no mischief is done. Do you know what he does? What does he carry with him so that he can see if he has to go in dark places? (Flashlight). Would he need that on the streets? Why not? Do you ever hear him as he goes about? Why does he go quietly?

2. This is what happens now, but our little story is called "Then". Twenty years ago,—how long is that? All the time it will take you to grow up, a long time. But "Then" is farther away than that. "Forty": more years than your fathers and mothers are old, probably. "Sixty": your grandmothers and fathers have lived as long as that,—some of them eighty long years. But our story tells us about "100 long years ago."

3. "Then" there were no lights in the streets and they were dark at night. There were no policemen to watch that nothing wrong happened, so the men of the town took turns at watching at night. They were called the "Watch," and would call out the hours as they passed by. "Twelve o'clock and all's well."

4. We must see what our story tells us about "Then". Something at night. How do I know? (Both poem and picture).

"All through the night with lantern bright

The Watch trudged to and fro."

Why did the Watch carry a lantern? Why is the little boy sitting up in bed? Have you ever found that with pillows around your ears, you don't hear very well? What do you do to hear better? What might this little boy be listening to?

"And little boys tucked snug in bed  
Would wake from dreams to hear—  
Two o' the morning by the clock,  
And the stars a-shining clear."

What sort of night was it? The little boy would hear the voice of the Watch coming up clear and strong. But nights aren't all clear, "or when across the chimney-tops screamed shrill a North-East gale." What sort of night is this? Does the wind blow only about the tops of the chimneys? It sounds loudest where it whistles around things. Would you hear the voice of the Watch as clearly on a night like that?

B.—Verse Speaking: We want to memorize and recite this little poem. We'll learn to read it first and then we'll probably know it.

1. Here are some words we must be sure to say clearly: twenty, forty, sixty, eighty, hundred, night, lantern, trudged, little, across, chimney-tops; screamed shrill; Two o' the morning.

2. First two lines: (Each of these words is valuable in building up a small person's idea of length of time.) Each of these words carries us farther and farther back. (Pause and difference of inflection will be needed. If the pupil does not get these, comment, "Think with each word of how much longer ago it is. Perhaps you can lift your voice a little with the last numbers: teacher must illustrate.)

3. Lines three and four: It's a long time to walk up and down all night and the Watch would get weary. When you trudge you lift your feet up and down pretty heavily.

4. Lines 4-8: When you read these lines remember that the night is fine. What words tell you? How would the Watch's voice sound on a night like this? I have seen pic-

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- The syllabus will be available early in May and a copy may be obtained from the Department of Extension, University of Alberta, Edmonton.



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tures of the Watch holding his hand to his mouth to make his words sound clear. (Teacher's comment: You read wake-from-dreams as if it were just one word "wake". But it tells you more: the little boy was having dreams; or I couldn't see the stars as you read; or They didn't really shine; or There is almost a song in what the Watch says, but it didn't swing like a song.)

5. Lines 8-12: Now we must see a different picture. Who can read to make that night a stormy one? It's so stormy that the Watch is probably bending down his head. He may have his collar turned up and the wind blows his voice away so that we don't hear it very clearly. Make the "Three" sound quite a while as though the wind were stretching it out,—the swing of the line will be better.

For recitation of the whole you might introduce variety by having one group read the main story, a second the voice of the first Watch, and a third the voice of the second Watch.

#### Grade IV—Silent Reading Easter Gifts

(Some Exercises additional to those in the text.)

This is a story that could be acted. Will you help to make out the plan for dramatization?

Exercise I.—Fill in all the blanks in this outline plan.

Scene I: When—Just before Easter.

Where—A Village in the Black Forest.

Who—

This scene ends: "Poor little ones, they will be so sad."

Scene II: When—

Where—In the Black Forest.

Who—The fathers.

This scene ends:

Scene III: When—On the same day as Scene II.

Where—

Who—

This scene ends: "It's a lovely idea. We'll do it."

Scene IV: When—Afternoon of the same day.

Where—At Home.

Who—

This scene ends:

Scene V: When? Where? Who?

Exercise II.—What will the action be during these scenes? What will people be doing?

Scene I: Not told in the story. The fathers and mothers might be carrying home wood from the forest as they are talking. What would you think?

Scene II: Fill in the blanks in these sentences for what is going on during the scene:

One father is \_\_\_\_\_ a tree. He puts down his \_\_\_\_\_ beside the tree. He hurries to \_\_\_\_\_ the other fathers that he has a \_\_\_\_\_. They all \_\_\_\_\_ the plan and nod their heads and smile. At sundown they shoulder their wood and their axes and go home \_\_\_\_\_.

Scene III: Put an X beside the things that the mothers might be doing. Some of the things listed would be wrong for this scene.

Mothers are setting out baskets of eggs on market stands.

They are powdering their noses.

They are dancing about with baskets of eggs on their heads.

One mother is talking to herself, nodding her head and smiling.

The first mother goes to another. They talk together, then clap their hands.

The two mothers then run away from the market place.

The two mothers gather all the other mothers around them.

They all grow very silent and shake their heads.

Scene IV: The mothers might be working together in one kitchen. What are they doing? Who comes home while they are working? What do they all do then? When the mothers and fathers have decided what plans they will follow, what still remains for the mothers to do? for the fathers to do?

Scene V: Put down after each of these names what they would be doing. The mothers and fathers (2 sentences); the children; the rabbits.

#### The Three Sons

(Some Exercises additional to those in the text.)

(1) As you read the story look up the dictionary for meanings of yawning chasm; perilous precipice; stately castle; nosegay and shoelast. Draw pictures to illustrate the meaning of each. (A picture of a castle on the inside cover of book, or if in rural school a borrowed Bk. V, page 29 will give suggestion.)

(2) Find the paragraph which you might call The Mountain Road. Put a little 1 beside it; a 2 beside the paragraph describing the woodland road, and a 3 beside the paragraph describing the valley road. Which road would you choose to travel?

(3) Choose any one of these people to act. The rest of the class will guess which person of the story it is.

1. You have a staff in your hand. Climb from the chair onto the desk. Say, "I could almost touch those stars!"

2. Mix a pudding in a bowl at the desk. Then scatter grain for the chickens. Lift your head as though you were listening to pigeons cooing.

3. Walk along as though going along a road. Say, "Would you like a piece of my bread, little fawn?" and throw some bread to it.

4. Walk as though going along a road. Say, "Hello, may I help you with your pack?" Walk a little farther. Say, "I am going your way too. Perhaps I could help with your sheep."

5. You have a shovel in your hand and are digging. Suddenly you stop digging and look down into the hole. Say, "Why, here is the treasure! I shall buy a pair of shoes for Mother."

#### Grade V—Oral Reading The Plaint of the Camel

(Understanding and appreciation are given thought in lesson too.)

This story is called "The Plaint of the Camel." What does that mean? This camel complains about five things—one in each stanza. What are they? The camel seems to feel that he is very badly used, doesn't he? Rudyard Kipling would say that it was all his own fault. Do you remember the story of "How the Camel Got his Hump?" It was when the world was so new and all the animals were just beginning to work for man, that the Horse came to the Camel with a saddle on his back and a bit in his mouth, and said, "Camel, O Camel, come out and trot like the rest of us." But the Camel merely said "Humph." Then the Dog came to the Camel with a stick in his mouth and said, "Camel, O Camel, come and fetch and carry like the rest of us." "Humph" was all the Camel said, and he said the same thing to the Ox, when the Ox said, "Camel, O Camel, come and plough like the rest of us." So the three animals had to work double time to make up for the Camel's not working at all. This made the three animals very angry, and they told the Djinn of the Desert. Then the Djinn spoke to the Camel about his "scruciating idleness, but again the Camel only said, "Humph." So the Djinn put a great hump in the middle of the Camel's back (only to-day we say hump.) "Do you see that?" said the Djinn, "that's your very own hump that you've brought upon your very own self by not working. To-day is Thursday, and you've done no work since Monday. Now you are going to work." "How can I," said the Camel, "with this hump on my back?" "That's made a-purpose," said the Djinn, "all because you've missed those three days. You will be able to work now for three days without eating, because you can live on your hump." So it's no wonder that the Camel feels he's not very well attended to in the matter of food in comparison with lazy little poodles who do nothing and get chicken and cream for lunch.

**Reading Suggestions:** Do you know what a contrast is? "Good" is a contrast to "bad"; "light" is a contrast to "darkness"; "shade" to "sun". This poem is full of contrasts. Mention some of them. Why does the camel contrast himself with all these other creatures? When you are reading the story then, the contrasts must be very clearly brought out.

**1st Stanza: Phrasing**—3rd and 4th lines. What are "noodles"? Who are the "noodles"? Why does the line have no punctuation mark at the end? Make a short pause to show that it is the end of the line and to keep the swing of the line, but do not let your voice drop. (Class reading of the two lines.)

**Emphasis**—What are the creatures contrasted with the camel? What are their foods and what the camel's? Poor camel! He's feeling very ill-used. Think of the words of contrast when you are reading.

**2nd Stanza:** What are the animals the camel feels to be better off than himself about sleeping? Is there any one of these that you would feel to be fairly comfortable? Is there any that you wouldn't envy if you were the camel? Notice all the words used for "resting". Find them. Class read the first 4 lines, marking all the animals that the camel envies and the places where they can sleep. (T. might read

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the first line as example: **Cats**, you're aware, can **repose** in a **chair**. Be sure that your emphasis is one of inflection of voice, or variety of pitch, and not simply hitting the word.) Which are the most complaining lines in the stanza? (Watch for emphasis on **no one**, **poor camel**, **dozes**, **any place**, **me**.)

**3rd Stanza:** Can you find the words or ideas that contrast here?

**4th Stanza:** Which line gives you the most ridiculous picture in this stanza? Are you familiar with the word "bestraddle"? The poor camel is feeling his wrongs more and more as the complaint goes on. No single person would ride a rabbit, but poor fellow, he's ridden by families! I have been wondering if the little picture at the top was an illustration of a family about to go riding. Could it be? What is the fox doing there? The pussy certainly looks as though she had had the poodle's chicken and cream. Would you have drawn the camel looking as he does in the picture?

**5th Stanza:** And now the poor camel is feeling sad about his shape, and I believe that this is the thing that he feels most of all like complaining bitterly about. What are the creatures the camel is envying now? What one word tells the shape of the snake that the camel thinks beautiful? Have you ever seen a weasel? Are the words "wavy" and "sleek" good descriptions? And here are the creatures that the camel envies most of all! What are they? Why? What is the one important word that describes their shape? You can almost hear the camel crying with envious rage in the last three lines.

#### Silent Reading—"The Boy Henry Kelsey"

Do you think this exercise would interest your Grade V's?

1. Suppose yourself to be a moving picture director preparing this story for the movies. Make a list of the scenes you would include in their proper order. (Would you have a scene before the first one described on page 152? There is an idea for a possible earlier scene at the bottom of page 154 which you might call "Henry Kelsey Sets Sail for Canada.")

2. Would the director of costumes find any useful descriptions of clothes in this account? If so, what?

3. Find the part of the story that would tell the director of stage settings that he must make—

- a palisade about his fort,
- gates in the palisade,
- a lookout tower above the walls of the fort,
- that there is ice near the Churchill River in July.

#### Grade IX History

##### Chapter XXXI. The Age of the Crusades, 1100-1300.

#### Introductory Review Material.

A. Following the decay of the Roman Empire and its break up into separate Teutonic Kingdoms under barbarian attack, we pass through a period, 400-800, known as the Dark Ages. Why so called? Who was the most enlightened ruler of that period? What did he do to merit that distinction?

B.—800-1300: So unsettled and unsafe was the life of this period (the Dark Ages) and the government so ineffective that strong men everywhere began to try to establish for themselves some sort of order and security. How did they try to do this? What is the name given to the type of social structure that resulted from their efforts? During what centuries was feudalism characteristic of European society?

So our last picture of life in Europe was that of great turreted castles, surrounded by moats, entered by drawbridges, and filled with armed men. Close at hand, a village on a stream, or another in a neighboring valley. From time to time knights from these castles had gone on pilgrimages to Jerusalem for the betterment of their souls and had returned to tell tales of that far country and the wisdom and culture of the Saracen who controlled the Holy Land. But the control of Jerusalem passed from the hands of the Saracens into that of the Turks, and rumors of grave ill treatment drifted back to the castles from which the knights had gone, and many pilgrims never returned at all. Then one day came a strange inspired figure, through Italy and France and along the banks of the Rhine, "with head and feet bare, his thin frame wrapped in a coarse cloak, holding before him a great crucifix as he rode upon an ass." This was Peter the Hermit. People from the villages gathered round to hear what he had to say, and he rode fearlessly to the castles with the same message—a call to arms. Jerusalem the Holy Land had passed into the hands of the Turks; pilgrims were stripped and beaten on the roads that

led to the Holy City; and many were killed as they knelt to worship in Jerusalem. And so the first Crusade was organized and we enter on a new era: **The Age of the Crusades (1100-1300)**. This period is treated in Chap. XXXI. What would you expect this chapter to deal with? It concerns itself chiefly with—

1. A comparison of western and eastern civilizations just before the Crusades.

2. The causes of the Crusades.

3. The importance of the Crusades, and deals with two of the Crusades fully.

A.—The undermining of feudalism and the consequent rise of the towns.

B.—The heightening of intellectual and artistic life. (This preliminary b.b. outline should serve to guide and co-ordinate the reading, the exercises and the lessons on the chapter.)

**Assignment:** (a) Under heading I, have the class outline the qualities of eastern civilization only, and then during class period build up the parallel situation in the west. (This will furnish a review of feudalism.)

(b) Have pupils outline large heading II.

#### Class Period utilizing outline (a) of assignment

A comparison of Eastern and Western civilizations just before the Crusades.

#### The Qualities of the East (Pupils' Outline)—

- Extensive trade (good roads, canals).
- Very fine manufactures (still speak of "Toledo" blades, "Morocco" leather, "muslins" and "damasks").
- Great variety of fruits and natural products.
- A graceful and richly ornamented architecture.
- Intellectual life centred in great universities where were studied:
  - science: astronomy, chemistry.
  - mathematics: algebra.
  - medicine.
  - As well as the more usual subjects of philosophy, theology, law.

#### West (Classroom Elaboration)—

- During feudal times the village, a little world in itself; the only outside products being, salt, iron and millstones. (Note: Arab windmill. How do you know that was not the type of mill used in Europe in feudal times?)
- No mention made of manufacturing.
- No variety of foods: only possible vegetables: turnips, carrots, cabbages: honey the only luxury: salt meat the staple.
- The "gloomy fortress" the particular contribution of the feudal period.
- A few monastic schools which taught theology chiefly.

An interesting and worth-while digression, suggested by the number of Arabic words in the English language.

History is of the greatest importance to us in helping us to understand our times,—the world we live in now. Our language is something that we use every day, but each word has a little history of its own. To most of us those stories are like the language of the birds,—unintelligible,—we haven't the key, but the study of history helps us to understand much.

(a) It is made clear by the text that our ordinary words "muslin" and "damask" once lived in Mosul and Damascus where these were goods of the first quality, that they travelled to Europe with returning bands of Crusaders and when trade routes to the East were definitely established were passed from mouth to mouth of merchant and burgher. The text shows us "agimuth," "zenith" and "nadir," "algebra" and "alchemy" at home in the great universities in the East, perhaps in Bagdad, or Alexandria, or Cordova in Spain,—and then little by little making their way into the intellectual life of Europe.

(b) Feudalism has passed away as a form of society. We no longer build castles to give security, but the words introduced into the language at that time live on and bring home to us to-day the romance of that period and its insecurity. The word "feudalism" itself is of Teutonic origin. "Fehde", the Teutonic word from which it is derived means hostility, and there you have the key to the period: one armed castle against another. "Knight" is another word that dates from feudal times and came into English from the Teutonic and meant an "armed follower." Other words in our speech now that lived once in feudal castles are: "esquire" from the French écuyer, the knight's shield-bearer, and "fealty" from the old French feauté: loyalty;

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"homage" which is making yourself so-and-so's man (homo). (See G. H. Perris: History of War and Peace. Home University Library.)

(c) It will be foreshadowing our study of the Renaissance to notice some of the Greek words in our language, for from the Greeks, through the Italians at the time of the Renaissance have come very important ways of thinking: "Idea," "philosophy," "ethics," "logic" are all Greek words. How much Greek literature has been read by the English, and how much it has helped us to build up our own literature of plays and poetry can be seen from the fact that these words are all Greek: "drama," "poetry," "tragedy," "comedy," "epic" and "lyric."

## II. The Causes of the Crusades. (Pupils' outline).

1. An answer to an appeal for help from the Eastern Christians.

2. To avenge the ill-treatment of western pilgrims to the Holy Land.

3. The crusader went also to make his own pilgrimage.

4. For objects of adventure or greed.

III. The Importance of the Crusades. (An oral teaching lesson where the b.b. outline is developed as the lesson proceeds.)

The object of the Crusades to free the Holy Land from the Turks was not accomplished. Even though the Crusades were not successful in retaining territory won from the Turks, would Europe gain anything by the Crusading movement? Suppose, for example, that you yourself were a Crusader and saw in the East muslins, damasks and satins such as you had never seen before, what would you be likely to do? If you took interesting goods back to England and showed them to people there, others would be likely to want the same things. How would they get them? Would these merchants go out to the East with empty boxes? What would be the products of the East that Europe would like to have? The text speaks of Europe growing some of these products themselves. Look at the list on page 294. What of these products could Europe grow for herself? What then remain as the important Eastern products? Perhaps the East had more to give Europe than Europe had to give the East, so that the European merchant could trade woollen goods for part only of the silks and muslins, spices and perfumes that he wanted from the East; perhaps the volume of trade became so great that barter was an awkward way of making payments, at any rate, merchants began to use a way of paying that we use all the time. What is that? As soon as your wealth is in money instead of butter, eggs or wool, you have to have some place to put that money for safe keeping. What do we use? Up till this time the people who had kept money for lending were the Jews. Who was the man who had money in "The Merchant of Venice"? in "Ivanhoe"? Owing to the volume of trade and to the necessity of banking calculations, we expect, Roman numerals were found very cumbersome. Imagine making out a page of a ledger in Roman numerals or adding large columns of Roman numerals! And so the simple Arabic figures and notation that we use to-day were introduced.

Now one of the interesting things about this great growth of trade was the effect that it had on feudalism. Some of the larger villages along the rivers or trade routes became markets for exchange; the people of the little town came to have money. Other little places began to manufacture gloves or woollens and these towns came to have money in return for their goods. Now what changes did having money bring about? When the feudal lord wanted the people of town to give him services in his band of retainers or in the fields, if the people did not wish to give these services they could pay instead, and the lords needed the money for their crusades.

### Blackboard Outline:

- Trade developed. Eastern products: spices, fruits, new grains, perfumes, calicoes, satin.
- Money replaced barter. (For illustration of coin see page 295.)
- Banks developed, alongside the money lending Jews.
- Introduction of Arabic notation in place of Roman numerals.
- Towns grew out of villages and with their new money services were paid for instead of being worked out.
- At first these dues were matters of individual arrangement between the tenant and the lord. Later the town came to have the right to bargain as a town about what dues had to be paid the lord.

(Collective bargaining.) (This constituted a very great change from the old days of personal service to the lord.)

(g) The number of feudal lords was greatly diminished by the wars.

Result: The breakdown of the old feudal system and the development of town life.

Assignment: Outline the main characteristics of life in these towns.

Life in the Towns (Pupil outline, elaborated by class discussion.)

I. The growth of fine civic buildings, see pages 298 and 318, and beautiful cathedrals, pages 299 and 304. (What a different picture for the eye a town presents in comparison with the little peasant village with its manor house and mill as its two larger buildings! If your class have read Scott's "Quentin Durward" recall the picture of Liege given in the chapter "The City.")

II. Much of the disorder and insecurity of feudal times still prevailed so that the towns had to be enclosed by strong stone walls: crowded into a small space with narrow streets (page 298 for description.)

III. Towns unsanitary, dark, dirty.

IV. Town regulations: curfew, covering lights, citizens to take turns at night watch, must subscribe to the rules of craft and merchant guilds. (The character of the regulations very clearly outline in the text. There is an interesting opening chapter in "The Fortunes of Nigel," Scott, that we think of in this connection.)

V. Groups of towns that had won their freedom banded together for the purpose of trade into great leagues. The Hanseatic League was one of the most famous of these. (Study map, page 302.)

B. (see 1st outline).—The Heightening of Intellectual and Artistic Life. (Pupil outline to be elaborated by class discussion.)

So far we have dealt with the commercial changes that were the outgrowth of the Crusades and how the development of trade broke down the old feudal system; but new products were not the only things that Crusaders brought back from the East. They had come in contact with a people (the Saracens) of superior intellectual and artistic attainments. (Scott's "Talisman" gives fine pictures of the Saladin, his skill as a physician. See A.T.A. Magazine, Nov. 1934.)

"The Crusaders brought back new gains in science, art, architecture and medical skill."

1. Universities developed, which at first stood for "whatsoever things are true" (University of Alberta) but the church stifled enquiry as heresy, so among the schoolmen there was no experiment, no investigation.

2. The Arabs inspired a new interest in the field of science, although much of their influence at first resulted in a quack science. Roger Bacon, however, was an early true scientist.

3. The development of the Gothic style of architecture was one of the biggest achievements of the period. (Study the explanations accompanying plates XLVII and XLVIII carefully. The text describes the characteristics of Arabian architectures, page 294. The Alhambra, page 255, is the only illustration, we think, of Eastern architecture in the text. The text does not say so, but would it be possible that Arab architecture had had any influence in the development of the Gothic? Compare the Rheims Cathedral with examples of Greek and Roman architecture,—say the Parthenon and the Pantheon. What are the striking differences?)

4. Another interesting development of the period of the Crusades which had no apparent connection with Saracenic influence was the growth of a literature in the speech of the common people. (Famous examples, page 304.)

### Chap. XXXIV—The Renaissance, 1300-1600

Oral Introductory Lesson: We come now to a period that does not mark its beginnings or endings with wars, (What period did? Crusades.) nor with a type of organized society, (What period was that? Feudalism.) nor with the rise and fall of Empires—Roman, Macedonian, Persian or Greek. The period we are about to study is marked as different from the one preceding because men were now thinking differently from the way they had thought in the Middle Ages.

How did the Middle Ages think?

1. (Withdrawal from present living and concentration on a future life.) In the Middle Ages the church had taught self denial in the hope of a reward in a future life. With-

draw yourselves from all that living involves, said the church; do not marry; do not have homes; living will merely involve you in wickedness. But come, enter Holy Mother Church; dwell within the walls of monasteries and nunneries; devote your lives to study, to helping the poor, to prayer and preparation for a future life.

2. (The Group,—gild, corporation or church is more important than the individual.) If you did live "in the world" you did not live as freely as people do now-a-days. Suppose your father were a glover, then you would not live just anywhere in town that you found a house you liked, but on the street where the glovers plied their trade. Your father would not be able to go to a neighboring town to buy his leather where he could most reasonably for the quality he wished; he would have to use the leather that was bought by the gild of glovers. When they were made they would have to measure up to the standard of all other glovers and be sold at a price set by the gild (a feature that is reappearing in the financial world to-day. Why?) You would have to wear the same style of clothes as all other glovers.

Would you like that style of living? Probably not, because you have been brought up to think that each man is best able for himself to decide how his business should be carried on. When society allows each man to settle for himself how his business is to be carried on, and allows him to think as he likes for himself, we say that each man has individual liberty. Was there individual liberty in the Middle Ages? No. Then glovers, or bakers, or watchmakers met together as a group and thought of what was best for the group.

3. (Little thought or enquiry; great ignorance.) Then we suppose because the church told a man exactly how to think in religious matters and how to behave, and the gild told him exactly how to carry on his business, he did little thinking on his own account about anything. It would never have occurred to him to think about how he might harness up the power of a great falls for making electricity. He hadn't of course discovered then that there was such a force as electricity. Now we know that there are different kinds of air, as Roger Bacon tried to teach; that there are gases in the air of closed in wells and not evil spirits lurking to catch the unwary. (See play: "The Spectacles of Truth"—Pocock.) But so long as the church explained matters by saying that this was done by an evil spirit and that by a good, there was very little enquiry, and the world remained ignorant of the simplest facts of nature.

This then was the way people were thinking in the Middle Ages, although during the last two centuries of that time, changes in outlook were coming, owing to what influence? And then in the 1300's we enter on an entirely different world of thought. Have you noticed that the stricter the discipline in school, the wilder the uproar as children burst out; that sometimes the most carefully brought up boys in matters of church attendance, are the least anxious to go to church when grown? How do you account for that? People's thinking behaves somewhat like the swing of the pendulum of a clock. Set it going and it won't stop till the whole arc of the swing is completed. At this end of the pendulum you have the whole thought of the Middle Ages with—

#### Middle Ages:

- (1) its lack of enquiry, and
- (2) of individual freedom;
- (3) its withdrawal from living in this world for interest in the future world.

Then the Crusades set things going; the reaction set in and the pendulum swung to—

#### Renaissance:

A whole set of ideas about living that were almost entirely opposite to those of the Middle Ages.

What would the opposites of the three modes of mediaeval thoughts be?

Then it was recognized that this was exactly the way the Greeks had thought, and everybody said, "We must read

the classics; they'll give us the proper attitude toward life again." And people have kept on thinking that the Greeks had much to teach us about how to live ever since.

**Assignment:** Thinking always influences action and behavior, and where there are new ways of thinking you would expect new types of behavior. What are the new fields of activity of the Renaissance? What would be those you would expect? After brief discussion of possible spheres of activity have pupils read the chapter and make outline of the important spheres of activity, the main features of each and the great names associated with these. (Give one step as an example.)

#### The New Spheres of Activity of the Renaissance

##### 1. Classical Study. (Italy chiefly.)

Increased by the fall of Constantinople and the emigration of Greek learning to Italy.

Petrarch—a writer, a critic of mediaeval times, and a great student of the classics.

##### 2. Painting. (Sculpture.)

Italy, Holland, Spain.

Now possible to paint with oils on canvas and not on walls and ceilings only. (Van Eyck of Holland.)

Leonardo da Vinci, Michael Angelo, Raphael, Andrea del Sarto, Giorgione, Tintoretto, Titian, Coreggio.

##### 3. Religious Enquiry and Reform. (England.)

Enquiry into early manuscripts led to the study of early Christian teachings, the teachings of Christ himself, and from that to reform of errors that had crept into the church.

Erasmus.

##### 4. Social Reform. (England.)

N.B.—The Social Reform movement had begun much earlier than More. (See below.)

The wide differences in the privileges and lives of various classes of people led to sympathy particularly with the peasantry.

Sir Thomas More: "Utopia".

##### 5. Scientific Invention. (North.)

telescope, mariner's compass, gunpowder, printing.

John Gutenberg.

##### 6. Geographic Discovery. (Portugal and Spain.)

1. Old trade routes to the East via Constantinople and the Red Sea threatened by the Turks: new routes were necessary.

2. Theory had long been held by "scholars" that the earth was round.

Bartholomew Diaz rounded Cape of Good Hope, 1486. Vasco da Gama, India, 1498.

Christopher Columbus tried a new way to the East by sailing across the Atlantic, and so discovered America.

The Social Reform Movement (preceding the time of More.)

#### The Emancipation of the Serfs—Chap. XXXII

The dates of More's life were 1478-1535: the emancipation of the Serfs effected by 1450.

1. The Black Death (brought from the continent at the close of the Hundred Years' War) so decreased class population that wages were doubled.

2. Great discontent roused the peasants to revolt, 1381: (a) Because parliament tried to maintain the conditions of serfdom in the interests of the landlords by passing laws to prevent the increase of wages.

(b) Wealth and worldliness of the church embittered the peasantry: their case made clear to them by the Lollards (poor preachers). John Ball, one of the Lollards, called for the abolition of all rank and property.

(c) Parliament passed a heavy poll tax (a tax on every individual, rich and poor alike. Would that be regarded as sound taxation now? Is it the way our income taxes are levied?)

3. Although the revolt of 1381 was put down with great severity, the forces working for emancipation were successful by 1450 and villeinage disappeared.

(The growth of parliamentary liberty outlined in the text.)

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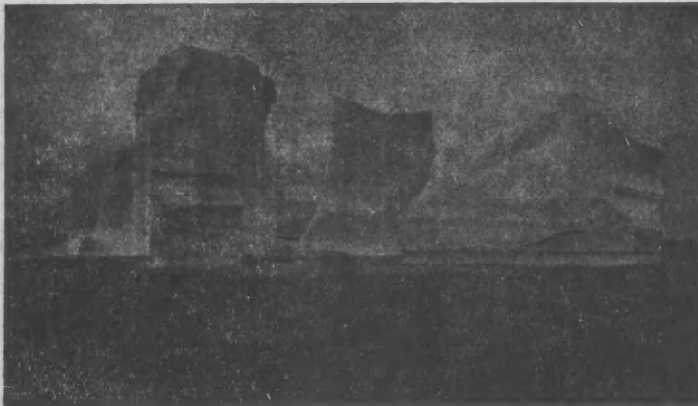
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